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AUTHOR Johnson, Julia; Reed, Faye
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ABSTRACT

This Master's project was designed to implement and evaluate classroom intervention and training in conflict resolution for elementary school students. Subjects were first and third graders from a rural community in north central Illinois. To document the extent of existing student conflict, a teacher survey and journal, playground behavior checklist, and referral to the principal checklist were completed. Analysis of probable cause data revealed that students lacked communication skills, lacked understanding of others' perspectives and cultures, felt the need for power and control, showed evidence of family dysfunction, exhibited influence of media and video games, and were affected by changing demographics. A review of curricula content also showed a lack of instructional strategies related to conflict resolution and cooperative learning. Three categories of intervention were chosen after a review of the educational literature and an analysis of the problem setting: peer mediation, cooperative learning, and children's literature. Effects of these intervention strategies were assessed with the same methods used to assess pre-intervention conflict behavior. Results showed an improvement in students' use of communication skills, an understanding of others' perspectives, an awareness of needs and feelings, and the development of negotiation and mediation skills. There was also an overall decrease in the frequency of most recorded inappropriate behaviors. (Contains 33 references.) (Author/EV)

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IMPROVING STUDENT'S ABILITY TO RESOLVE CONFLICT

by

*Julia Johnson
*Faye Reed

Submitted in partial fulfillment of the requirements for the

degree of Master's of Arts in Teaching and Leadership

Saint Xavier University & IRI/Skylight

Field-Based Master's Program

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This project was approved by

Cassie Paulsen Sue Koch

Advisor

Priscilla Stuckey Ed.D.

Advisor

Terry Stirling, Ph.D.

Dean, School of Education

Abstract

Authors: Faye Reed and Julie Johnson Site: Winnebago

Date: April 29, 1996

Title: Improving the Conflict Resolution Process

This report describes a program for training and instruction of students in a conflict resolution process in order to help children solve their own conflicts in a peaceful way. The targeted population consisted of first and third grade students in a growing, middle class community, located in north central Illinois. The problems of student conflict were documented through data revealing the number of referrals to the office, playground supervisor's checklist, and teachers' journals.

Analysis of probable cause data revealed that students lacked communication skills, lacked understanding of others' perspectives and cultures, felt the need for power and control, showed evidence of family dysfunction, exhibited influence of media and video games, and were affected by changing demographics. Reviews of curricula content showed a lack of instructional strategies related to conflict resolution and cooperative learning.

A review of solution strategies suggested by the educational literature, combined with an analysis of the problem setting, resulted in the selection of three categories of intervention: the use of peer mediation, cooperative learning, and children's literature to aid in the conflict resolution process.

Post intervention data indicated an improvement in students' use of communication skills, an understanding of others' perspectives, an awareness of needs and feelings, and the development of negotiation and mediation skills.

TABLE OF CONTENTS

		Page
Signature page		i
Abstract		ii
Chapter		
1	Problem Statement and Context	1
	General Statement of Problem	1
	Immediate Problem Context	1
	Surrounding Community	3
	Regional and National Contexts of Problem	6
2	Problem Evidence and Probable Cause	9
	Problem Evidence	9
	Probable Causes	14
3	The Solution Strategy	22
	Review the Literature	22
	Project Outcomes and Solution Components	28
	Action Plan for the Intervention	28
	Methods of Assessment	37
4	Project Results	38
	Historical Description of Intervention	38

Presentation and Analysis of Results 41

Conclusions and Recommendations..... 51

References Cited..... 56

Appendices 59

Appendix A - Teacher Survey Form..... 59

Appendix B - Playground Inappropriate Behavior Checklist..... 60

Appendix C - Principal Referral Checklist..... 61

Appendix D - Cooperative Learning Puzzle and Interviewing Activities..... 62

Appendix E - Suggested Literature for Identifying Conflict..... 67

Appendix F - Lesson for I-Messages..... 70

Appendix G - Rainbow Activity..... 72

Appendix H - Suggested Literature for Learning About Feelings and Needs of Others..... 73

Appendix I - Lessons for Kiss Activity 77

Appendix J - Suggested Literature for Problem Solving..... 80

Appendix K - Conflict Pictures..... 81

Appendix L - ABCD Conflict Steps..... 84

Appendix M - Five-step Conflict Resolution Approach.. 86

Appendix N - Mediation Steps..... 87

Appendix 0 - Peer Mediator Qualifications 89

Appendix P - Monthly Tallies of Inappropriate Playground Behavior 90

Appendix Q - Tallies of Individual Students involved in Inappropriate Playground Behavior 91

Appendix R - Tallies of Referrals to the Principal 92

Appendix S - Tallies of Individual Students Referred to the Principal 93

Appendix T - Monthly Totals of Observed Student Inappropriate Behavior Compiled from Teacher/Researcher Journals 94

Appendix U - Tallies of Individual Students Observed in Teacher/Researcher Journals 95

Chapter 1

PROBLEM STATEMENT AND CONTEXT

General Statement of Problem

The students of the targeted first and third grade classes are not able to resolve conflicts with peers in an appropriate way. Evidence for the existence of the problem includes discipline referrals to the principal, staff surveys, and teacher observations.

Immediate Problem Context

The students in this school came from a small rural community which included two small towns, scattered sub-divisions, and farms. This rural elementary school serviced students pre-kindergarten through third grade and had a total population of 432 students. Based on enrollment, state standards considered this to be a medium size school. The population of this school was 96.5 percent White, 1.4 percent Black, 1.2 percent Hispanic, and 0.9 percent Asian/Pacific Islander. Families of students that received public aid, lived in institutions or foster homes, or received free or reduced lunch were considered low-income students. Approximately 11 percent of the students were considered low-income. Students had an attendance rate of 95.2 percent. Students who enrolled or left the school during the school year determined the mobility rate. The student mobility rate for the school was 11.5 percent. The number of truant students who were absent from school with out valid cause for ten percent or more of the last 180 school days was zero (Community Unit School District 323, 1994).

The school staff included one principal, 21 full-time teachers, and seven part-time teachers. The 28 full and part-time teaching staff averaged ten years of district teaching experience. Within the school, there were eight teachers with a Master's Degree and 20 teachers with a Bachelor's Degree. Staff included four special education cooperative support members, five special education aides, and three regular education aides. The teaching staff was 100 percent white, with 11 percent being male and 89 percent being female (Community Unit School District 323, 1995).

There were four half-day early childhood sessions, four half-day kindergarten sessions, four sections each of first and second grades, and five third grade class sections. The average class size was 21.3 students for kindergarten, 23.8 students for grade one, and 23.0 students for grade three. This school had a pupil to teacher ratio of 21.5:1 (Community Unit School District 323, 1995). Within this school, the core subjects were mathematics, science, language arts, and social studies. In grades one through three, children were ability grouped for reading instruction. Other curriculum subjects included music and physical education taught by certified personnel. Also available to the students was a library/learning center which included a 12-Macintosh computer lab. Special education students were serviced through one cross-categorical self-contained/resource classroom and one learning disability resource room. Incorporated in the school's curriculum were a gifted program and Chapter I math and reading. The school also offered a before and after-school Latch-Key program for students.

The physical structure of the school consisted of a main two-level building and a one-level wing section. There were six classrooms in the wing section. This wing-section was located south of the main building with a ramp going

between it and the lower-level of the main building. The lower-level consisted of eight classrooms, a multipurpose cafeteria, a school-office, and four smaller rooms that were used by support staff. The wing and lower-level were handicapped accessible. The upper-level of the main section consisted of ten classrooms, a large learning center with a computer lab, and two small storage rooms. This level was accessible by two sets of two-level stairs. There was a large outside playground for the students.

In 1992, the development of approximately eight new sub-divisions began to change the community. At that time, more than 200 new homes were being built, with the possibility of 300 to 400 more (J.D. Bevan, personal communication, June 2, 1995). The new homes averaged 60 school age children per 100 homes. It was estimated that 60 percent of the children moving into the district were school age and 40 percent were preschool age (Strategic Planning Group, 1994). There were several ramifications from this new expansion. With the increase in population, it was necessary to expand and remodel the current school facilities. It was foreseen that in the near future there would be a need for the building of additional school facilities. During the 1994-1995 school year, the school board felt the growth patterns presented a need for a referendum. In the Spring of 1995, a building referendum was voted upon and was defeated. The current facilities were inadequate to meet the large influx of students. Therefore, several modulars were added to ease the overcrowding situation.

The Surrounding Community

This school existed within a unit district that covered 100 square miles and was located in close proximity to one of the largest metropolitan cities within the state (Strategic Planning Group, 1994). The school district served a population

that included two small villages, four townships and several rural subdivisions. The majority of students were bused due to the large area covered by the district. Pre-kindergarten through twelfth grades were serviced by this unit district. This district included a pre-kindergarten through third grade elementary building, one upper elementary site containing fourth and fifth grades, one middle school building containing sixth through eighth grades, and one high school building containing grades nine through twelve. Three of the buildings were centrally located, with the upper elementary site located seven miles to the west. The district student enrollment totaled 1,347. The racial/ethnic background of this student population was 98.1 percent White, 0.6 percent Black, 0.8 percent Hispanic, and 0.57 percent Asian/Pacific Islander. The district low-income students totaled 8.5 percent (District 1994). District operating expenditure per pupil was $3,915. There were approximately 85 full and part-time teachers with an average salary of $32,587. In the district, there was one superintendent and a principal for each of the four school sites. The average administrative salary was $52,735 (Community Unit School District 323, 1994). The seven locally elected school board members and the superintendent encouraged community input concerning all major school decisions.

The community provided financial assistance and volunteer help for the unit school district. Some of the support groups included a public school foundation, a fans' association, and parent-teacher organizations. School facilities and activities provided a majority of the community's recreational opportunities. Civic organizations available to the community included Boy Scouts, Girl Scouts, 4-H, church youth organizations and youth sport organizations.

The community included two small villages. These villages shared the services of a public library and a volunteer fire department. The primary industry for the community was farming. The larger village had two small industries. One was a plastic injection molding company and the other produced vinyl clad windows. A small number of businesses were located throughout the village. These included a grocery store, post office, chiropractic office, dental office, cafe, fast-food restaurant, flower shop, gas station, funeral home, two auto repair businesses, and three hair salons. This village supported a small police force. The smaller village had a grocery store, post office, meat processing plant, screw-products plant, and an agricultural supply store. Although there were small businesses throughout this community, the majority of the population was employed in the nearby metropolitan area.

The community was comprised mainly of traditional middle-American families, typically two parents at home with two children (Frampton, 1991). The median family income was $36,544, and the per capita income was $12,888 (US Census, 1990). The ethnic make-up of the community reflected the student population which was primarily white. There were seven Protestant churches in the community. Due to the similarities of the communities' ethnic and religious backgrounds conflicts in these areas did not have an impact on the schools.

The failed April 1995 referendum definitely had an impact on the school and community. The issues concerning the referendum divided the community. The failure of the referendum was due in part to the increase in the tax-base for new homes and the farming community, the proposed closing of an outlying village school, and general concerns about the plan. This caused further dissension among groups within the community and schools. The district was left

to deal with problems concerning the accommodation of the influx of new students.

Regional and National Context of Problem

Throughout this nation, the general public saw the increase of discipline issues and violence as major problems in our public school system. The Gallup\Phi Delta Kappa Poll reported the public believed that discipline was one of the three biggest problems and violence was seen as the number four concern for teachers and students in the schools (Benson & Benson, 1993). This was a concern for parents, teachers, and students.

Discipline problems were often caused by classroom confrontations. Students used teasing, superiority in size, physical ability, and knowledge to gain control of people and surroundings. Students in middle schools often saw bullying as their most threatening and demeaning peer situation. Confrontations involving racial and cultural differences were also increasing (Merina, 1995). When students did not know how to handle conflict, they fought. "According to the recent Metropolitan Life Survey of the American Teachers, 44 percent of public school students report personal experiences with angry scenes or confrontations. One-quarter say they have been in fights" (Merina, 1995, p.11). Discipline problems regarding these confrontations took a great deal of teacher and administrative time that could have been spent in teaching curriculum.

Since confrontation was a part of every person's life, students had to be given alternative options in handling problems. All students had to learn how to handle conflict in a positive manner. However, students who lived in poverty seemed to be quite lacking in these skills and did not seem to be aware of these alternatives. Often they grew up in neighborhoods that did not have any positive

role models. Their neighborhoods tended to be filled with aggression, stress, high mobility, and homelessness. Often, the most admired people were those who controlled through violence. This control was often manifested in gangs and peer pressure forcing conformity to a violent way of life. Often this "defend-or-die" attitude came from complete fear in the absence of other alternatives or options (Dill & Haberman, 1995).

Recent events in the United States indicated that society often reacted to conflict through inappropriate behavior which often turned violent. This had become a widespread problem. Most people believed violence was a big-city problem. However, statistics show that suburban and urban students were equally victimized in the public schools. Both settings show that two percent of these students were victimized. Also, one percent of rural students were victims of violent crimes. Each year, three million assorted crimes occurred in America's 85,000 public schools. This accounted for 11 percent of all crime (Sautter, 1995). This has shown the public that students in all settings are affected by violence.

According to Marina (1995), every hour brings 2,000 more students being attacked on school grounds, 900 teachers being threatened, and four more assaulted. Every day, 100,000 students were bringing guns to school and 40 children were killed or injured by them. Homicides were the third leading cause of death for children between the ages of five and fourteen. More than one-third of the students polled in a recent Harris poll said they believed their lives would be cut short by violence (Lantieri, 1995). It had become obvious to adults and children that violence is a problem that must be addressed.

The fact that people were becoming more aware of inappropriate behavior leading to major discipline problems and violence in our schools was evidenced by the many resources that became available to teachers and administrators. In

1994, at least 5,000 schools nationwide offered some kind of conflict management for their students (Stomfay-Stitz, 1994). According to Stomfay-Stitz (1994), the availability of resources from national organizations included the following:

> Several national organizations are helping to disseminate instructional and training materials, and also are serving as clearinghouses and networks for those interested in conflict resolution and peer mediation. Educators for Social Responsibility (ESR) reported greater demand for training in their Resolving Creatively Program (RCCP). Education organizations have also joined the effort. Phi Delta Kappa and Association for Supervision and Curriculum Development have planned professional development institutes. The National Association for Mediation in Education (NAME), the Consortium for Peace, Research, Education and Development (COPRED), the National Institute for Dispute Resolution (NIDR) and the Children's Creative Response Conflict (CCRC) all work to enhance knowledge and research on conflict resolution and peer mediation. (p. 281)

Lives were becoming filled with conflict and violence. The violation of rights, self-esteem, and dignity created conflict. These feelings caused people to distrust, fear, and hate each other. Often, the unconscious reaction to this was violence. These problems had to be addressed within the schools so a safe and peaceful atmosphere would be created for the students to become better educated.

Chapter 2

PROBLEM EVIDENCE AND PROBABLE CAUSE

Problem Evidence

In order to document the extent of student conflict, several methods of assessment were used. Classroom teachers were given a behavior ranking survey. In addition, a playground behavior checklist, a principal referral checklist, and teachers' journals were used to tabulate behavioral conflicts. This involved 49 students from the targeted classrooms.

The teacher survey (Appendix A) developed by the researchers, was used to gain a better understanding of the classroom teachers' perspective on conflict. This survey asked teachers to rank the frequency of designated negative behaviors in the classroom. Nineteen surveys were distributed with a 100 percent return. One was incorrectly filled out and was unusable. A summary of the teachers' ranking is presented in table one.

Table 1

Teacher Ranking of Behavior Frequency
(# of teachers)
Sept. 5 - 8, 1995

	Choice	Choice	Choice	Choice	Choice	Choice
BEHAVIORS	**1**	**2**	**3**	**4**	**5**	**6**
Disruptive Classroom Behavior	11	3	2	1	1	0
Failure to Obey Rules	4	9	4	0	1	0
Disregarding Feelings	2	1	9	1	4	1
Failure to Respect Property	0	2	0	10	4	2
Verbal Arguments	1	3	2	3	8	1
Physical Fighting	0	0	1	3	0	14

Of the 18 teachers surveyed, a definite ranking emerged. Eleven ranked disruptive behavior in the highest frequency category. In second position, was disobeying rules, and in the third was disregarding feelings of others. Both of these rankings were chosen by nine teachers. Failure to respect property of others was placed in fourth position by ten teachers. Verbal arguments was ranked fifth by eight teachers. Fourteen of the 18 teachers chose physical fighting as the lowest occurring behavior. This represented the largest number of teachers in agreement. Although each category did not reflect a unanimous choice, a definite majority of the teachers were in agreement regarding the final ranking.

Another assessment form developed by the researchers was an inappropriate behavior checklist for use in the playground setting (Appendix B). A summary of the number and type of incidents involving targeted students is presented in the following figure.

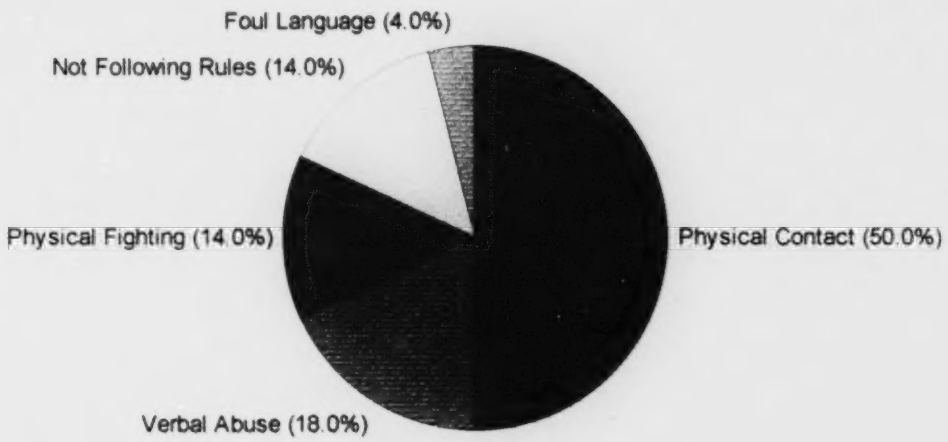

Figure 1

Percentage & Categories of Inappropriate Playground Behavior
Sept. 5 - 15, 1995

A total of 22 incidents during a nine day period were reported. A distinction was made between physical contact and physical fighting. Physical contact was defined as students touching, pushing, and shoving while physical fighting involved actual hitting and punching in anger. Fifty percent of the incidents involved physical contact. The second highest percentage of incidents, 18 percent, involved verbal abuse. Incidents involving physical fighting and not following rules were reported equally at 14 percent each. The lowest recorded percentage of incidents was four percent, which involved foul language. While a total of 13 children were responsible for these incidents, one child was involved in seven of them. Arguing was on the check list as well, but no incidents were reported by the playground supervisor. The researchers felt this could be due to arguments escalating into physical contact or fighting before the playground supervisor became aware of the situation.

A daily journal was kept by the teacher/researchers during the first three weeks of the school year. A summary of the results is shown in the following figure.

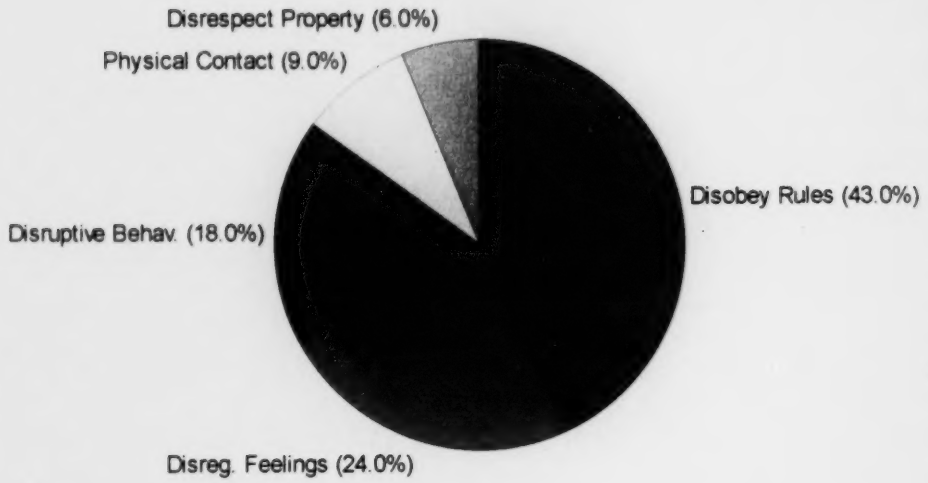

Figure 2
Targeted Teacher Observation of Classroom Behavior
Aug. 28 - Sept. 15, 1995

A total of 54 incidents were recorded during this three week period. Of the total, two boys from one of the targeted classrooms accounted for 26 of the incidents. At 43 percent, the highest number of incidents in the classroom involved disobeying rules. The next two most frequently recorded incidents were disregarding feelings, 24 percent, and disruptive behaviors,18 percent. Physical contact and disrespect for others had a relatively low number of incidents recorded. Physical contact was reported at nine percent, while disrespect for property accounted for six percent. The researchers believed this may be attributed to closer proximity to the authority figure, as well as a more structured environment. As on the playground, no incidents of verbal arguments were recorded. The researchers felt this might increase as the year progressed, and cold weather forces restricted areas to be used for inside activities.

A principal checklist (Appendix C) asked the principal to document inappropriate behavior referrals for the students from the targeted classrooms.

The following figure shows the number and type of principal referrals.

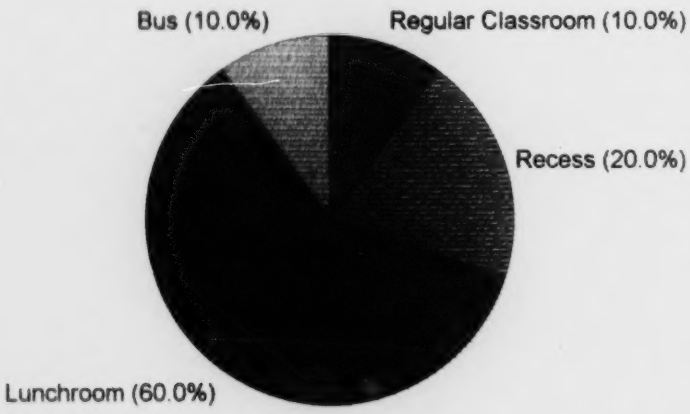

Figure 3

Inappropriate Behavior Referrals to the Principal
Sept. 11 - 22, 1995

A total of 10 incidents were referred to the principal. The highest source for referrals was the lunchroom as this accounted for 60 percent of the reports. Two students were responsible for four of these incidents. Name calling, hitting, having a tantrum, and bothering others were the reasons for referral. Recess was the second highest category at 20 percent. Physical contact and teasing were the causes for these referrals. Incidents in the regular classroom and on the bus were reported equally at ten percent each. These referrals were caused by students exhibiting physical contact and disrespect for property. Incidents originating in the lavatories or in special classes had no principal referrals during this time period.

The researchers analyzed the evidence and came to the conclusion that a few students were creating much of the conflict. Another general consensus was that classroom teachers observed a much higher incidence of disobeying rules than physical contact. In contrast, less structured situations, such as on the playground and in the lunchroom, accounted for the highest rate of conflict involving physical contact. The researchers concluded that students seemed to exhibit more self-control when they knew they were being watched. In less structured situations, they were more inclined to take control and use physical force when necessary.

Probable Causes

The researchers concluded that various causes contributed to an increase in student conflict. The school district had shown an increase in community growth and student population. During the years 1993 through 1995, the county had issued 296 new home-building permits; all of these were within the school district (Community Unit School District 323, 1995). During this same time period, the student population had increased by 177 students (S. Jansen, personal communication, September 28, 1995). Due to this increase in student population, reorganization of the school district's building facilities became necessary. The community had been a relatively unchanged area with the people exhibiting similar value systems. As the population grew, more people from urban areas with different ethnic backgrounds and values were integrating into a predominately Caucasian, middle class, and conservative community. The researchers felt these various factors caused all students to make an adjustment. Students previously in the district were feeling a loss of control and security in this new situation, while new students were struggling to gain a sense of belonging.

As the students in each group were trying to re-establish order in their lives, conflict would often surface.

In addition to social changes as a cause of conflict, the researchers observed students who seemed to lack adequate communication skills. The students did not know how to make others understand their needs and desires. Due to the increase in student numbers and social differences, misunderstandings often resulted. This lack of communication skills often related to a need for better social skills. Students seemed to be more self-oriented and wanted to be the first and the best in everything. There seemed to be a high level of competition rather than cooperation with others. The students saw conflict as a win-lose situation. Competition seemed to be the way to gain self-esteem and respect from other students. The researchers felt the students who lacked good communication and social skills had more difficulty seeing other students' perspectives and accepting differences in others.

To find additional causes, specific to the reported students, researchers reviewed cumulative folders and emergency cards. Background information is summarized on the following figure.

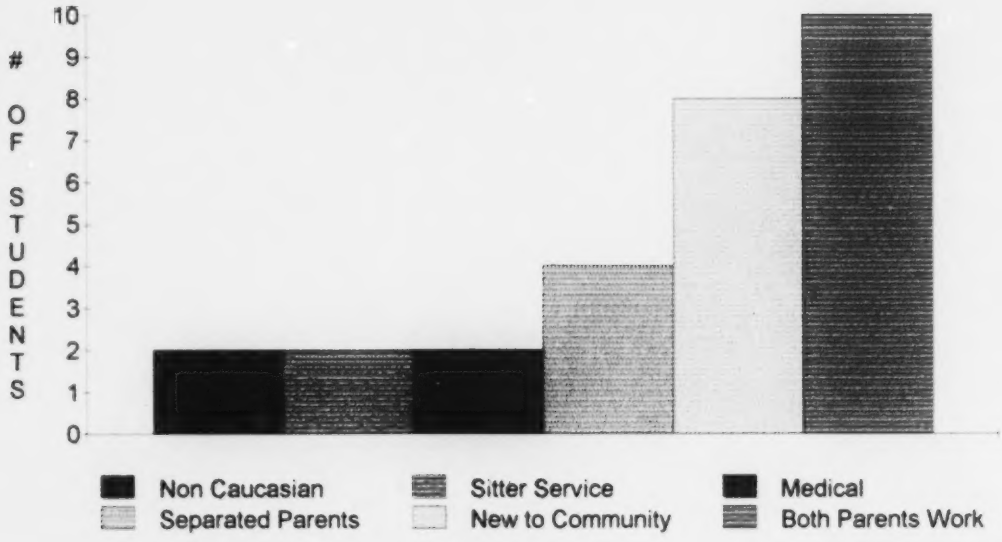

Figure 4

Personal/Family Background Categories of
Students Involved in Conflict Incidents
Aug. 28 - Sept. 15, 1995

A total of 18 students were involved in conflict incidents that were tabulated on playground and principal checklists, as well as observations recorded in teachers' journals. Both Parents Working was the highest category showing ten students in this situation. The second highest category, New to Community, had eight students tabulated. The category, Separated Parents, was third with a total of four students. The three remaining categories, Non-Caucasian, Medical, and Sitter Service were equal in number with two students in each category.

In analyzing the data, the researchers saw a definite pattern regarding students who had both parents working and were new to the community. The researchers felt that when students had both parents working, they might not be receiving enough quality time with their parents. The parents may not have

enough time or energy to be consistent in their method of discipline. The difficulty the researchers had with this analysis was that many non-reported students had both parents working outside of the home. The relationship between having "working parents" and exhibiting inappropriate behavior was inconclusive. The analysis of the second category involving new students, led the researchers to believe that it was possible these students were trying to belong somewhere in a new situation. This seemed to be a clearer and more obvious relationship.

The category involving students who had separated parents had a total of four students. Although this was a lower number, two of the students involved in a high percentage of incidents were in this category. This information led the researchers to believe this was a factor for these students. The researchers felt these students were probably lacking in attention and consistent discipline. This may have accounted for their high rate of behavior problems.

The researchers did not feel that a conclusion could be drawn from the remaining categories, Non-Caucasian, Sitter Services, and Medical. Nevertheless, through observation, the researchers felt that one child in the Non-Caucasian category was having difficulty finding an identity and a sense of belonging.

The researchers were also interested in television influence on student behavior. There were 49 students interviewed from the targeted classrooms. Although no definite pattern emerged regarding specific favorite television shows, there was evidence that more than half of the students liked various shows that depicted physical contact or fighting with the "good-guy" winning. The remaining students enjoyed situation comedies , and they mentioned the importance of family, peer relations, and humor as being the reasons they liked these shows.

The researchers felt this supported the concept of children's' needs for belonging, security, and happiness.

The literature suggested many underlying causes for student conflict in the school setting. According to Brendtro & Long (1995), children were not making the necessary human attachments because of the breakdown of the family. Too many families were disrupted by drugs, abuse, divorce and poverty to allow normal parenting. Parents did not have time to teach their children appropriate conflict resolution skills and were inconsistent in behavioral expectations. There were too many adult-detached children. The extended family was missing and children were taking care of themselves (Lindquist & Molnar, 1995). "Lack of parental supervision is one of the strongest predictors of the development of conduct problems" (Sautter, 1995, p.8).

The media was also a cause for student's inability to solve conflict in a positive way. Conflict and violence were seen in the media and sports events. It was present in politics and in national and international relations. Even cartoons showed violence and conflict (Brendtro & Long, 1995). Television had a negative impact on children who had no other role-models. Anti-social, anti-caring, and put-downs were models depicted in situation sit-coms. Many of these shows did not depict positive behavior or cooperation in solving conflict (Bellanca, 1991). When watching movies or television, children often saw adults who responded to problems by yelling, fighting, and even killing. Many children tried to use these same methods to resolve their own conflicts on the playground or in the classroom (Luke & Myers, 1994/1995). "Abundance of violent entertainment reflects a culture that promotes aggression as a way to solve problems" (Luke & Myers, 1994/1995, p. 280).

Another cause for conflict is the students' need to have control of their environment. This became a problem when there was a difference in what the children wanted and what they had (Bodine, Crawford & Schrumpf, 1994). Often boys wanted object control and would use threats and physical force to get it. Girls wanted social control and would use manipulating strategies to gain their control (Wheeler, 1994). Children did not handle conflicts involving playground equipment, getting into play groups, and bullies in a positive manner. If conflict resolution skills were absent, many students would fight in order to gain respect from their peers. This gave the students a sense of control, dignity, and success (Curwin, 1995). Students who believed their peers had power over them felt they had no alternative, but to victimize someone else (Dill & Haberman, 1995). Students who did not have the physical or verbal skills to settle a conflict often tried to "out-negotiate" their opposition by turning to an adult in authority to make the peacemaking decision (O'Neil, 1993). Students showed a basic need to be in control of their lives.

Conflict was also caused by poor communication skills and fear of those who were different. Many conflicts arose from poor language and verbal skills, while others emerged due to differences in race, sex, age, ethnic heritage, education, or economic backgrounds. Due to students having different values, perceptions, and communication skills, true listening and understanding of others was more difficult. Issues were influenced by strong emotions of jealousy, anger, or hurt. The students were not able to understand the other person's feelings or to put themselves in the other person's place (Sadalla, Holmberg & Halligan, 1990). Sometimes when conflict arose between individuals from different ethnic, cultural, or social class backgrounds, students had preconceived fears and suspicions. Students were unable to recognize and adjust to these differences

(Johnson & Johnson, 1991). Often when these emotions were present, children were unable to express their true feelings. Many times there was misunderstanding because children's language skills were misinterpreted by others (Luke & Myers, 1994/1995). They did not listen to the other person because it might imply they agreed with what was being said. The students only saw a win-lose situation. Students felt threatened and were afraid they would lose their sense of worth if they listened to another person's point of view during a conflict situation (Sadalla, Holmberg & Halligan, 1990). Groups often would have disagreements without ever knowing the underlying causes (Luke & Myers 1994/1995).

The schools inadvertently encouraged rather than discouraged this atmosphere. The school atmosphere often created a competitive rather than a cooperative attitude. Stomfey-Stitz cited Johnson & Johnson (1991) who stated that in a competitive environment, children had difficulty appreciating diversity and respecting different points of view. Students had to have self-esteem in order to be accepting of those who were different (Stomfey-Stitz, 1994). When schools created a competitive rather than a cooperative atmosphere, some student failed. When students failed, they felt separated from their peers, socially inadequate, and lacked self-esteem. These feelings caused students to use destructive conflict strategies (Johnson & Johnson, 1995).

Literature showed there were many causes for conflict in our schools. Students did not have proper parenting, good media role-models, a sense of control in their lives and enough self-esteem or self-worth to allow them to appreciate differences in all people. In addition, schools encouraged competition rather than cooperation with others. The research cited showed evidence of many of these same causes. The student population growth in the school district

seemed to cause many students to feel a sense of loss regarding control in their lives. The students tried to find a place to belong in a new situation; this seemed important in maintaining their sense of self-worth. Also, the lack of proper parenting seemed evident. Without proper parental guidance, television heroes using physical contact or fighting to solve conflict were used as role-models. Students who had poor communication and social skills seemed especially vulnerable to this example of conflict resolution. The researchers believed that in varying degrees, these causes accounted for many of the conflict problems seen in the school environment.

Chapter 3

THE SOLUTION STRATEGY

Review of the Literature

The literature suggested various methods for solving problems related to conflict. Cooperative learning, the use of selected children's literature, and peer mediation were major areas that helped in peaceful conflict resolution. Through these methods, human values and choices were stressed. These build self esteem in students because they feel they have control over their lives. According to Williams (1991), conflict resolution had its beginnings in the 1960's with the peace movement and collective bargaining. Conflict resolution programs for schools started in the early 1980's.

One method used for teaching the skills to solve conflicts was cooperative learning. Cooperative learning helped students achieve mutual goals when they were able to know and trust each other. They learned to communicate, accept and support each other, and to resolve conflicts constructively (Johnson & Johnson, 1989/1990). Slavin cited an earlier work reporting that in laboratory research on cooperation, one of the earliest and strongest findings was that people who cooperate learned to like one another (Slavin, 1991).

A cooperative atmosphere was excellent for teaching social skills. Some of these social skills were: calling each other by name, giving compliments, listening and encouraging, fostering team work, developing friendship, collaborating, problem-solving, and resolving conflict (Bellanca, 1992). Nonetheless, these social skills did not develop without deliberate, specific, and repeated practice (Bellanca & Fogarty, 1991). When teaching social skills in this

setting, the lessons were kept short, and they focused on the students use of the social skill being taught. Praise was given when individuals or groups were successful. Careful placement of students in groups was important. Group roles helped students develop the needed social skills. The activity was processed regarding what they did well or what they needed to improve. Social skills were reviewed regularly throughout the year (Ellis & Whalen, 1992).

Cooperative learning was an element used in a program, entitled "Child Development Project", designed to promote prosocial development in children. By using cooperative learning, the students learned "...helpfulness, fairness, concern and respect for others, and responsibility" (Schaps & Solomon, 1990, p. 39). The greater the sense of community in the students, the more favorable were outcomes on measures of conflict resolution skills (Schaps & Solomon, 1990).

Cooperative learning was proven to be an effective method used to increase student's self-esteem. As students learned to appreciate and understand each other, they felt better regarding their own value. "Many researchers report that students have better self-image and an improved attitude toward school and other students regardless of race after using cooperative learning" (Gillespy, 1991, p.1).

Another effective way teachers taught conflict resolution was through the use of children's literature. Through this excellent resource, teachers presented conflict in such a way that students were able to better understand the various perspectives of the characters, visualize the conflicts, and appreciate peaceable solution to disputes. There was not a "set-way" in which literature was used and presented to students. Various activities could be done at any time to increase understanding. These activities included role-playing, class discussions,

brainstorming solutions to the problems, and making lists that represented different points of view (Luke & Myers, 1994/1995).

The use of children's literature as suggested by Kreidler (1994) emphasized and used the themes from his Peaceable Classroom Model. The five themes included cooperation, communication, emotional expression, appreciation for diversity, and conflict resolution. Conflict resolution must be taught in a respectful and caring community context. In Teaching Conflict Resolution Through Children's Literature, Kreidler (1994), discussed a program that included these three elements:

> teaching the skills and concepts children need to resolve conflict nonviolently; infusing the principles of conflict resolution in the standard curriculum; and modeling conflict resolution and creating a classroom environment that supports conflict resolution and prosocial behavior. (p. 7)

This program encouraged young children to solve problems in a peaceful and "win-win" way.

These programs used literature to teach children about peace-making, exposed them to other cultures, and increased their understanding of different perspectives. The teachers were encouraged to use caution in selecting literature because some books did not depict good models for peaceful and caring resolutions (Luke & Myers, 1994/1995).

In addition to cooperative learning and literature, another method in teaching to decrease conflict was negotiation and peer mediation. "The most popular kind of conflict resolution program is peer mediation, experts say" (Willis, 1993, p. 4). Most peer mediation programs followed the same basic steps, although the procedure was varied.

In these programs, all students were taught how to negotiate solutions to their conflicts. According to Johnson and Johnson (1995), the negotiation procedure consisted of six steps.

Students in conflict:

(1) define what they want

(2) describe their feelings

(3) explain the reasons underlying those wants

(4) reverse perspectives in order to view both sides

(5) generate at least three optional agreements

(6) agree on the wisest course of action (p.67)

In addition to the negotiation skills, students had to learn the mediation procedure. Mediators needed to be good communicators, have good insight into causes of conflict, be able to defuse hostility, have empathy for both sides, and keep the matter confidential (Willis, 1993).

Johnson & Johnson (1995) stated four steps for the mediation process:

(1) stop the hostility

(2) ensure that the disputants are committed to a solution

(3) facilitate negotiations between the disputants

(4) formalize the agreement (p.67)

Another program included negotiation and mediation, but also incorporated more group problem-solving. This program included class-meetings that were conducted in a noncoercive way (Bodine, Crawford & Schrumpf, 1994). Topper Steinman (personal communication, June 15, 1995) stated that this program's solutions were based on solving the child's basic needs and that developing student's responsibilities should be started at an early age.

Although most programs followed the same basic steps in negotiation and mediation, there were two different points of view regarding who should be the mediators. One opinion was that all students should serve as mediators and the other was that mediators should be a selected group of students.

Those who believed all students should be mediators, supported this point of view because they felt students became more adept at the negotiation skills when they had to be mediators for their peers. All students filled the mediator position on a rotation basis with two different students serving each day. Students quickly learned how important it was to have good negotiation skills (Johnson, Johnson, Dudley & Burnett, 1992). The negative side to this method was the time and cost it took to implement the program. Peer mediators needed 15-20 hours of advanced training and a refresher course every two weeks (Willis, 1993).

The other opinion incorporated basically the same steps for negotiation and mediation, but supported the theory of a few selected students serving as mediators. This approach was less time-consuming and less expensive to implement. However, all students did not have the added practice of mediating peer conflicts, and it took longer to learn the negotiation skills (Willis, 1993).

If the second approach was used, the mediators were chosen by students, teachers, or both. Teachers had to remember that not only the popular and achieving students made good peer mediators. Sometimes even the class bully, when given the responsibility, was able to mediate successfully (Willis, 1993). Students who were able to learn to be mediators became better role models. They also learned to verbally discuss problems as well as change their personal habits. They were able to deal with their own fears, guide others, and become

better learners. This increased their self-esteem because they felt they had some control over their lives (Sautter, 1995).

Although peer-mediated solutions held a higher rate of success than the administrator's solutions, not all conflict could be handled by student mediators. Experts agreed those conflicts that involved illegal activities, blatant injustice, weapons, and violence needed to be handled by adults (Willis, 1993).

In order for conflict resolution to effectively work, the skills needed to become interwoven into the fabric of the total school philosophy and not treated as an "add-on". Adults had to learn and use these negotiation and mediation skills if they expected students to do the same (Willis, 1993). Therefore, staff training was important to the success of the program. The teachers were trained in the same skills as the students. This gave them an appreciation for the difficulty and intensity of the task. Teachers became better listeners and were more empathetic to student's needs. When students were unable to verbalize their needs, teachers learned the proper questions to ask. Teachers learned to help the students find their own solution to conflict instead of using the teacher's solution. The students felt more empowered in their own destiny. (Willis, 1993).

When children and adults learned conflict management through cooperation, negotiation and mediation, the opportunities for a safe and harmonious school environment were evident. In addition, learning these skills had a wider application and a greater potential for making a safe and peaceful home and community environment (Stomfay-Stitz, 1994).

Solutions suggested by the professional literature combined with analysis of the site resulted in the formulation of the following terminal objective:

Project Outcomes and Solution Components

As a result of training and instruction in cooperative learning and peer mediation, and the judicious use of children's literature during the period of September 1995 to January 1996, the targeted first and third grade classes will decrease the number of inappropriate behavioral incidents as measured by playground checklists, the number of referrals to the office, and teacher's journals.

In order to accomplish the terminal objective, the following processes are necessary:

1. Gather materials needed to implement conflict resolution programs.
2. Assess extent of problem through survey, observations, student information data.
3. Use cooperative learning for the development of social skills.
4. Use children's literature to understand conflict
5. Teach students to be negotiators (peacemakers).
6. Teach selected students in the peer mediation process.

Action Plan for the Intervention

The plan is to incorporate literature, cooperative learning, peacemaking and mediation as tools to teach skills for improving conflict resolution.

I. Gather Materials

A: Evaluation tools

1. Teacher survey forms
2. Playground & principal checklist
3. Clipboards & pencils for playground supervisors and principals
4. Notebooks for teacher journals

B. Cooperative Learning:

1. Role cards
2. Posters
3. Bulletin Board
4. Lesson plans on three targeted social skills

C. Children's Literature

1. Book & activity sheet - first grade
2. Book & activity - third grade
3. Chart paper

D. Peacemaking

1. Floor chart of negotiation steps
2. Wall chart of negotiation steps

E. Mediation

1. Wall chart for mediation steps
2. Agreement form
3. Buttons to identify mediators

II. Assess and Evaluate Extent of Conflict Incidents

A. Who

1. All teaching staff
2. Playground supervisors
3. Principal
4. Research teachers

B. What

1. Surveys
2. Checklists

3. Journals
4. Cum folders
5. Emergency cards

C. When
   1. Early September 1995 - Teacher surveys
   2. Weekly - September 1995 to January 1996 - Checklists
   3. Daily - September 1995 to January 1996 - Journals

D. How
   1. All teaching staff - survey asks them to observe negative behavior and rank these behaviors in highest to lowest frequency
   2. Playground supervisors - weekly behavior checklist to identify inappropriate behavior incidents
   3. Principal - weekly behavior checklist to identify inappropriate behavior referrals and possible causes
   4. Research teachers - daily journals to keep track of incidents and causes within the targeted classes
   5. Research teachers - look at targeted students' emergency cards and cum folders for additional information on family situation and demographics
   6. All information is to be tallied at end of first two weeks in September 1995, but process ongoing through January 1996
   7. All information is to be gathered and evaluated in January 1996

E. Why
   1. Evaluate extent of problem
   2. Identify possible causes
   3. Evaluate effectiveness of intervention

F. Where

1. Classroom
2. School building
3. Playground

III. Use Cooperative Learning for Social Skills

A. Who

1. Targeted first grade
2. Targeted third grade

B. What

1. Social skill - reaching agreement
2. Social skill - respect for each other's opinion
3. Social skill - helping each other

C. When

1. September 1995 to mid-October 1995 - 20 minutes / twice a week
2. Mid-October 1995 to January 1996 - Incorporate cooperative learning with literature - 20 minutes / three times a week

D. How

1. Teacher chooses buddy group (consisted of two students)
2. Teacher chooses super group (combine two buddy groups)
3. Teach role meaning
4. Teacher assigns roles
5. Super groups decide on team name
6. Super groups make a poster or flag showing team name
7. Ask Mrs. Potter's and other questions
8. Students do a smile face checklist

E. Why

1. Encourage students to cooperate in social skills
2. Set the ground work for conflict resolution
3. Evaluate each other's progress in learning social skills

F. Where -

1. Targeted first grade classroom
2. Targeted third grade classroom

IV. Use Children's Literature to Understand Conflict

A. Who

1. Teachers in targeted classrooms
2. Targeted first grade
3. Targeted third grade

B. What

1. Stories from children's literature
2. Teach various perspectives of the characters
3. Visualize conflicts in story
4. Discuss peaceable solution to disputes

C. When

1. Mid-September 1995 to mid-October 1995 - 20 minutes / twice a week
2. Incorporate literature with cooperative learning - mid-October to January 1996 - 20 minutes / three times a week

D. How

1. Teacher reads story to students
2. Classroom discussion

a. focus on defining the conflict

b. use proper vocabulary to identify feelings

c. decide what resolution was used

d. discuss other options for resolution

3. Follow up with activity to reinforce understanding

a. role playing

b. activity sheets

c. art projects

4. Incorporate literature activities with cooperative learning setting

E. Why

1. Students shown conflict is a part of life
2. Help students see both sides of a dispute
3. Students affective vocabulary is expanded
4. Help students express feelings and needs
5. Students develop open-ended problem solving skills
6. Lead to mediation skills

F. Where

1. Targeted first grade classroom
2. Targeted third grade classroom

V. Teach Students to be Peacemakers

A. Who

1. Students in targeted first grade class
2. Students in targeted third grade class
3. Research teachers

B. What

1. Steps in negotiation (peacemaking)
    a. I want...
    b. I feel...
    c. My reasons are...
    d. My understanding of you is...
    e. Maybe we should... (at least three options)
    f. Let's choose and shake!
2. Teach reasons for peacemaking

C. When
1. Mid-October 1995 to mid-November 1995 - 20 minutes / twice a week
2. Include negotiation and mediation skills - mid-November to January 1996 - 20 minutes / twice a week

D. How
1. Discuss negotiation (peacemaking) steps
2. Review knowledge learned about:
    a. expressing feelings
    b. seeing others perspectives
    c. making choices for options
    d. reaching an agreement
3. Role-play using negotiation steps shown on floor chart
4. Practice...Practice...Practice!

E. Why
1. Teach students to separate people from problem
2. Teach students appropriate way to resolve conflict
    a. verbal

b. importance of cause and effect

c. trust and mutual respect

d. commitment to agreement

3. Teach "win-win" solutions

4. Take focus off of self

F. Where

1. Targeted first grade classroom

2. Targeted third grade classroom

VI. Teach Peer Mediation

A. Who

1. Selected students from targeted first grade

2. Selected students from targeted third grade

B. What

1. Method of selection

2. Steps for mediation

a. stop hostility

b. ensure that disputants are committed to a solution

c. facilitate negotiations between the disputants by going through peacemaking steps

d. formalize agreement

e. keep confidence

3. Reasons for mediation

C. When

A. Release time for teachers in targeted classrooms

B. Three - one-half days in mid November 1995

C. Bi-weekly review and reinforcement sessions December 1995 to January 1996

D. How

1. Selection of student mediators
    a. Discuss qualifications with entire targeted classes
        1.) good listener
        2.) good clarifier
        3.) good questioning skills
        4.) good insight and empathy
        5.) exhibits self-control
        6.) can stay neutral
        7.) is trustworthy
    b. student vote
    c. teacher - final decision
2. Teach selected students mediation steps
3. Role-play using wall charts to help in memory of negotiation and mediation steps
4. Practice...Practice...Practice!

E. Why

1. Decrease tension and hostility
2. Less staff-time taken up with discipline
3. Peer mediated conflicts have a higher rate of success in commitment to agreed upon solutions
4. Mediators have increase in:
    a. self-esteem
    b. leadership ability

c. improved language skills

F. Where - Unused classroom

Methods of Assessment

In order to assess the effects of the intervention, several data collecting methods were used. Survey forms were given to all teaching staff to rank frequency of specified inappropriate behaviors. Playground supervisors' weekly behavior checklists were used to show what inappropriate behaviors were exhibited on the playground. The principal's checklist was used to show conflict referrals and possible reasons for the inappropriate behaviors. While under the research teachers' supervision, daily observations were noted in teachers' journals to record conflict incidents and possible causes for the problems.

Chapter 4

PROJECT RESULTS

Historical Description of Intervention

The objective of this project was to reduce the number of inappropriate behavioral incidents on the playground and in the classroom. In the first and third grade targeted classrooms, implementation of cooperative learning structures, the judicious use of children's literature, and the training in negotiation and mediation processes were selected to effect the desired changes.

Cooperative learning was used to teach social skills and create an environment that encouraged communication, trust, and an understanding of diversity in others. The social skills involved were taught to the base groups for 20 minutes, twice a week for approximately four weeks. Students did various activities involving interviewing, Venn-diagrams, and puzzle building that encouraged and focused on the social skills of reaching agreements, respecting each other's opinions, and helping each other to achieve a common goal. Lesson plans devoted to each of these activities can be found in Appendix D.

In the fifth week, literature was introduced to the entire class with base groups doing related activities. Original plans called for the 20 minute periods to be increased from twice a week to three times a week. However, due to scheduling conflict, this was not always possible. Literature was used to show that conflict is a natural part of life. Students were shown two different points of view to a dispute and learned that choices produce various consequences. Literature was also used to help students identify the characters' feelings and

needs in the various stories. Suggested literature can be found in Appendix E. This led to the beginning steps of conflict resolution.

At this point, the beginning stages of conflict resolution involving wants, needs, and feelings were addressed. I-Messages were used as a way of helping students let others know their feelings and needs. (Appendix F) The use of a feelings chart expanded their vocabulary regarding richer choices when identifying and expressing their feelings. Various conflict situations were presented through literature, pictures, and other activities to help students practice and develop the skills necessary to recognize feelings. A "rainbow" activity (Appendix G) and children's literature (Appendix H) helped students understand that differences are acceptable. A "Kiss" activity (Appendix I) was done to help students see the effectiveness of cooperating to attain a win-win situation. These various activities were intended to help students gain a better understanding of themselves and others.

After students were better prepared to identify feelings and needs in a conflict situation, the actual peacemaking steps were introduced. These were presented in mid-November. Due to school scheduling, 20 minute, twice a week sessions were not always possible. The peacemaking steps that were introduced to the students involved identifying their own needs, feelings, and reasons for each in a conflict situation. After that, students were encouraged to recognize and restate the other person's position. The next steps involved deciding on possible ways to resolve the problem and reaching agreement on one win-win solution.

After discussing and reviewing these concepts, the actual steps to negotiation were practiced. Children's literature (Appendix J) and conflict pictures (Appendix K) were presented to show conflict situations. The targeted first grade

students used an ABCD method (Appendix L) to resolve conflict, and the targeted third grade students used a 5-step approach to solving conflict (Appendix M). In both classroom situations, posters were displayed to help students visualize the necessary steps to negotiation. Floor charts were also used so students could tangibly "take the steps" to agreement. As the various conflict situations were presented, students role-played the negotiation steps needed to resolve the conflicts.

In these role-playing situations, the disputing students were experiencing a very difficult time in thinking of different ways to solve a problem. At this point, it became apparent to the researchers/ teachers that it was necessary to deviate from the original action plan. It became necessary to involve the entire class in offering possible choices for a solution to the problem. When all students in the class brainstormed suggestions, the disputants realized that many options were available in a situation. The disputants were then able to agree on one choice that offered a win-win solution. These negotiation steps had to be practiced many times before students were able to take the focus off of themselves and try to reach an agreement. This process took longer than anticipated.

The next step in the intervention was to introduce the peer mediation concept. Due to extra time needed for students to learn the negotiation skills, the peer mediation process began in early January. At that time, all students had the opportunity to practice the mediation steps. (Appendix N) Some students felt very comfortable in this role, while others did not. At this point, the researcher/teacher in the targeted first grade classroom decided rather than student chosen mediators, all students would serve as mediators. The researcher felt the first grade children were at a readiness stage and still needed teacher guidance in the mediation process.

In the targeted third grade classroom, the researcher/teacher felt the students' maturity allowed for peer mediator selection. In order for this to be done effectively, the students were introduced to peer mediator qualifications. (Appendix O) Students voted on four peer mediators who were approved by the teacher. These students were offered opportunity to practice the mediation steps. It took guidance and practice, but they showed growth and maturity in this capacity. Having peer mediation seemed to be effective in solving conflicts. Students were willing to accept help from their chosen peers.

Presentation and Analysis of Results

The effects of the conflict resolution intervention were assessed through three methods. A playground inappropriate behavior checklist, a referral to the principal checklist, and a daily journal kept by researchers/teachers.

The information gained through the playground checklist (Appendix P) is presented on the following figure.

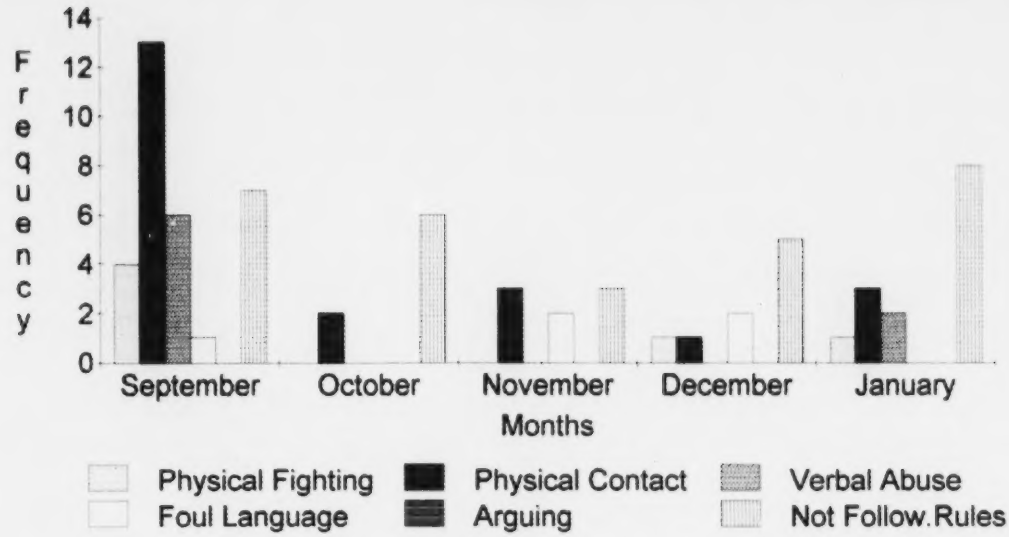

Figure 5

Categories and Frequency of Incidents of Inappropriate Behavior
on the Playground for the Targeted Classes
September, 1995 - January, 1996

Of particular note in these data is the decrease in frequency of incidents involving physical contact. This had the highest number of incidents in September at 13 and decreased to 3 in January, showing a 77 per cent reduction. Also showing a decline in incidents were physical fighting and verbal abuse. The conflict resolution intervention which stressed "talking" rather than "fighting" seemed to have had some impact in this area. Foul language showed a decrease in October and January, and an increase in November and December. Arguing remained the same at zero incidents. As stated previously, the researchers felt this could have been due to arguments escalating into physical contact or fighting before the playground supervisor became involved. Not following rules showed a decrease in October and November, an increase in December, and a more

significant increase in January. Researchers/Teachers' journals showed these incidents often involved inappropriate behavior regarding playground snow rules.

From September, 1995 through January, 1996, a total of 70 inappropriate behavioral incidents were reported by the playground supervisor. The following figure shows the break-down by percentages of each category.

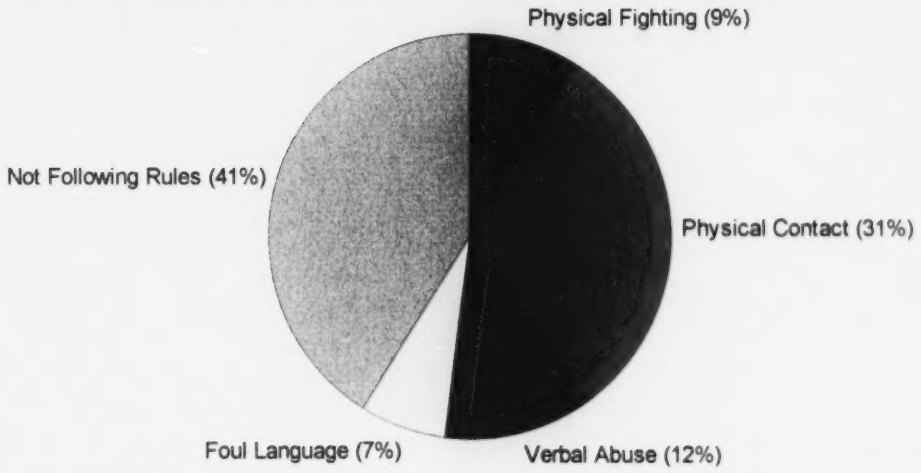

Figure 6

Percentage of Inappropriate Behavior on the Playground in Each Category
September, 1995 - January, 1996

Of the total incidents reported on the playground, not following rules showed the highest percentage at 42 percent. The researchers believe this category may have had the highest percentage of incidents because it involved more confrontation between the student and the playground supervisor. The second highest category was physical contact, which involved bumping, touching or pushing others. This type of behavior might have been more easily observed than some of the others. The remaining categories were verbal abuse, physical fighting and foul language. The researchers believe verbal abuse and foul

language might have occurred at a higher rate than reported, but could be more difficult for a supervisor to observe. Physical fighting is more easily observed and probably reflects a truer percentage of incidents. Arguing was not observed.

There were 19 students involved in the 70 inappropriate behavior incidents reported on the playground. Two students were responsible for 36 of these incidents. This accounted for 51 percent of the total. (Appendix Q)

A comparison of the number of playground inappropriate behavior incidents happening before and after intervention are shown on the following figure.

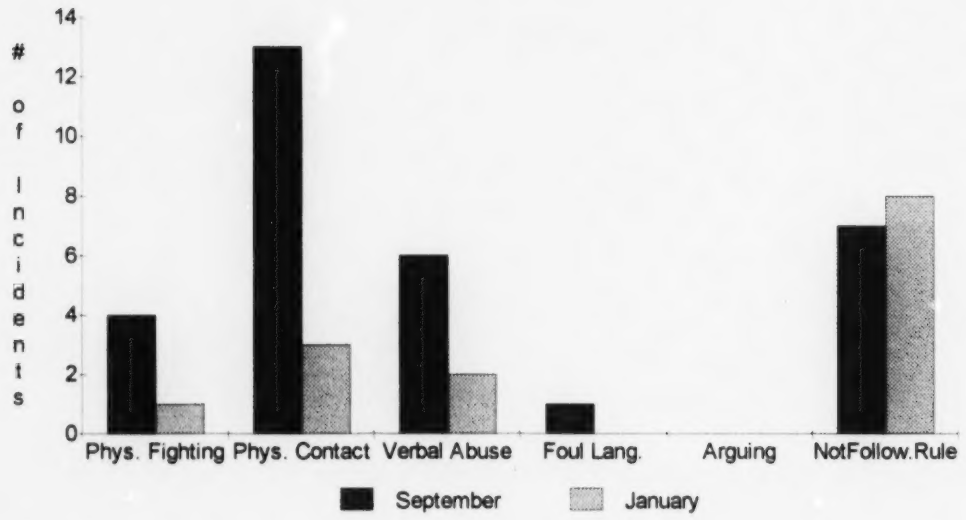

Figure 7

Comparison of the Number of Incidents of Inappropriate Behavior on the Playground Before and After Intervention September, 1995 and January, 1996

All behavioral categories showed a decrease in number of incidents except not following rules. This showed an increase from September, 1995 to January,

1966 of 14 percent. The researchers believe this may have been due to readjustment to the school environment after the December holiday break. The decrease of the number of incidents in all other areas may show the student had gained an acceptance of each other and were working out their problems rather than behaving in an inappropriate way.

The second method of assessment during the time of intervention was a tally of the number of referrals to the principal. (Appendix R) The information gathered on a monthly basis is shown on the following figure.

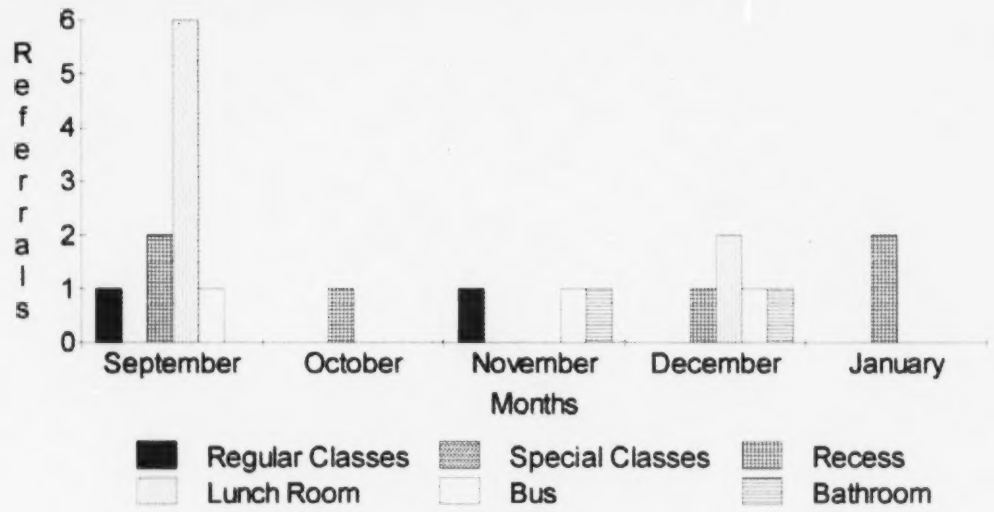

Figure 8

Categories and Number of Discipline Referrals to the Principal
from the Targeted Classes
September, 1995 - January, 1996

A total of 21 referrals were made to the principal. The highest number being in September could reflect the students' difficulty in adjusting to school discipline policy at the beginning of the year. All tallied months following September showed a decrease in the number of referrals. This may reflect better adjustment

to the school situation as the year progressed. The researchers felt this data may have also indicated a growth in student awareness in what constitutes appropriate behavior. The higher number of referrals in December may reflect the anticipation of the approaching holiday season.

The following figure indicates the locus of the behavior referred to the principal.

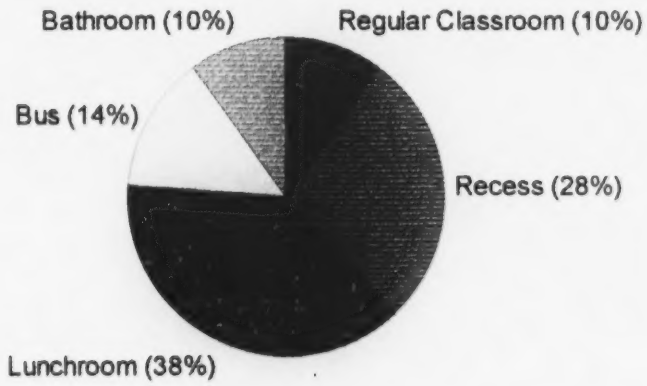

Figure 9

Percentage of Student Referrals to the Principal from Each Location
September, 1995 - January, 1996

The highest percentage of referrals to the principal involved inappropriate behavior in the lunch room at 38 percent. These referrals were because of touching others and throwing food. Second highest number of referrals came from recess at 28 percent. Bus referrals were at 14 percent. Reasons for referrals from both of these locations were punching, pushing, and teasing. Pushing other students, which happened in both the regular classroom and the

bathroom, accounted for the incidents reported in those two places at ten percent each. There were no referrals reported from special classes.

A checklist of student referrals to the principal showed that a total of 13 students were involved in these referrals. Of that total, five students accounted for 62 percent of the referrals to the principal. (Appendix S)

The following figure shows a comparison of the number of student referrals to the principal before and after intervention.

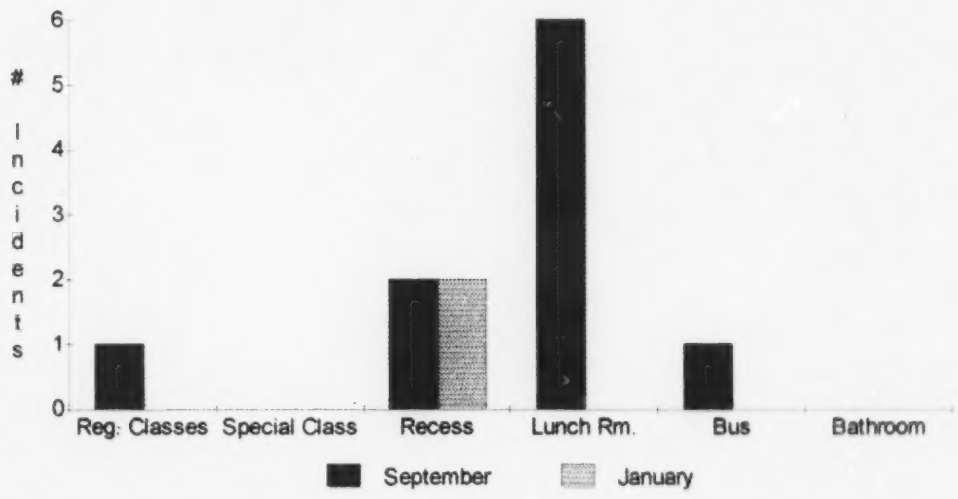

Figure 10

Comparison of Student Referrals to the Principal Before and After Intervention
September, 1995 and January, 1996

All categories showed a decrease in frequency of student referrals except those occurring during recess. September and January's number of student referrals remained the same in the recess category. According to researcher/teacher journals, both incidents in January happened at outside recess. This may reflect the student's access to outside recess after being inside

during many December recesses. It also could show a need for readjustment to school after the holiday break. The largest decrease was in lunchroom referrals going from six to zero incidents. This decrease may reflect the students' realization of how their actions affect others as learned through conflict resolution.

The final method of assessment involved data gathered from teacher/researcher journals. (Appendix T) The following figure shows the number of incidents and categories as recorded.

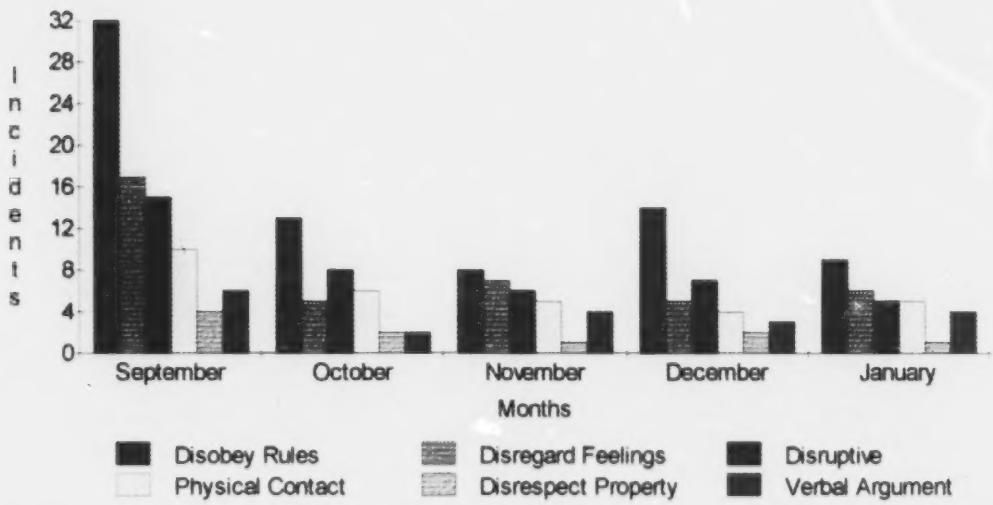

Figure 11

Categories and Frequency of Inappropriate Behavior Incidents for the Targeted Classes as Observed by Researchers/Teachers
September, 1995 - January, 1996

This information shows that each of the four months following September showed a decrease in the number of incidents observed in all six categories. October through January data showed only a slight variance in pattern. December reflects a more significant increase in incidents regarding the category of disobeying rules. Again, the anticipation of the holidays might have been a

factor. The researchers believe that the decrease in frequency of inappropriate behavior from September to the other four months could have been due to an improvement in the adjustment to the school setting. Students also seemed to have been learning more appropriate ways to react to situations.

Students' inappropriate behaviors were observed and recorded in the researcher/teacher journals. A summary of the results is shown in the following figure.

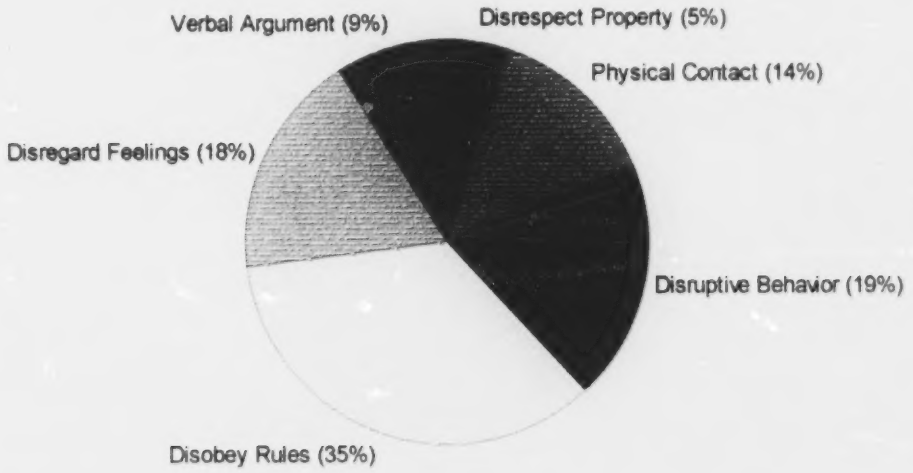

Figure 12

Percentage of Inappropriate Behavior
Observed by Researchers/Teachers in the Targeted Classrooms
September, 1995 - January, 1996

A total of 216 incidents were recorded by the researchers/teachers. Disobeying rules had the highest rate of incidents at 35 percent. Many of these incidents involved not following teacher directions and established classroom rules. The second highest category was disruptive behavior at 19 percent.

These incidents involved inappropriate noises, interrupting others, and loud talking. Following closely in rank was disregarding feelings at 18 percent. This category mainly involved name-calling, teasing, and snubbing others. Next in rank was physical contact at 14 percent. Pushing in line, bumping, and touching were the behaviors observed in this category. Verbal arguments which often involved arguing over game rules ranked fifth at nine percent. The lowest percentage of incidents involved disrespecting property at five percent. Researchers believe students exhibited a fairly respectful attitude concerning property.

There were a total of 29 students involved in the recorded 216 incidents. Five students were involved in 125 of the total incidents. Those five students accounted for 58 percent of the total. (Appendix U)

The following figure shows a comparison of inappropriate student behavior as observed by the researchers/teachers before and after intervention.

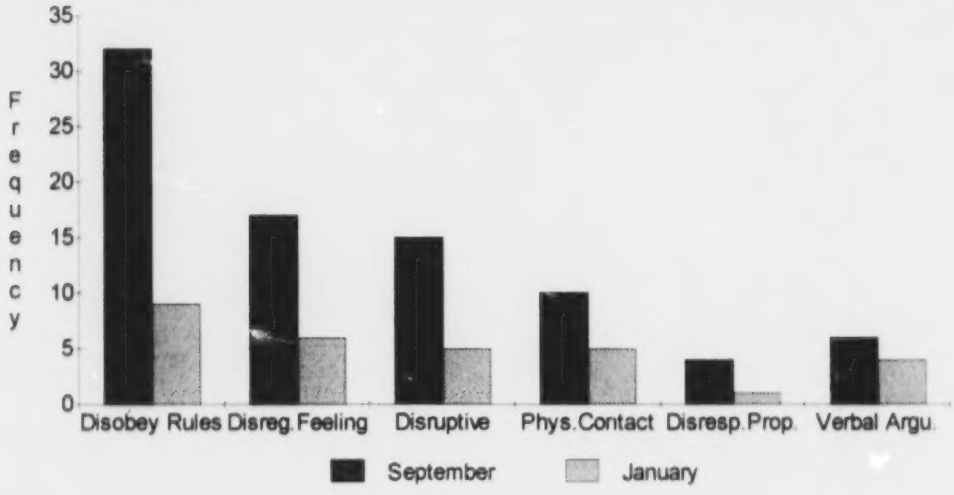

Figure 13

Comparison of Inappropriate Student Behavior
Observed by Researchers/Teachers Before and After Intervention
September, 1995 and January, 1996

Each category of inappropriate student behavior showed a decrease in number of incidents observed. The highest percentage of decline was in disrespecting property at 75 percent followed closely by disobeying rules at 72 percent. The researchers believe the 72 percent might be more significant due to the larger number of total incidents observed in that category. Disruptive behavior and disregarding feelings represented the next two highest percentages of decline at 67 and 65 percent respectively. Physical contact declined by 50 percent, and the lowest decrease was verbal argument at 33 percent.

The researchers believe the decrease in all areas of inappropriate student behavior may have been due to students developing a more sensitive and caring attitude. There was a significant decline in students disobeying rules. This could have been due to the classroom being a more structured and controlled environment in which the teacher could more easily observe inappropriate behavior and intervene with resolution concepts. The conflict resolution intervention seemed to help students realize everyone can be a winner when cooperation exists. They seemed to exhibit more respect for their teachers and peers.

Conclusions and Recommendations

Based on the presentation and analysis of the data gathered throughout this intervention, the students showed an improvement in appropriate behavior. The use of children's literature served as a vehicle to help students identify and understand various aspects of conflict. The social skills learned through cooperative learning and the negotiation/mediation process appear to have transferred to interpersonal behavior.

The children's literature was an effective tool in helping students realize conflict is a natural part of life. Through the stories, students were able to identify the conflict and see both sides of a dispute. The stories and activities were used to help the students understand feelings and needs. The researchers/teachers observed a marked growth in the students' verbal expression regarding feelings. Through the literature, students were able to see the whole picture of a conflict situation. It helped them develop open-ended problem solving skills. The researchers/teachers felt this increased awareness of what constituted conflict and showed students they have options and choices when they solve problems. Through this, students realized their actions had consequences and learned that appropriate behavior can lead to win-win solutions.

Accepting and respecting opinions when reaching an agreement and appreciating diversity in others were skills learned through cooperative learning. It became very evident in the classroom that students had grown in the area of cooperation. Students realized that by working together and helping each other, more could be accomplished in a "fun" atmosphere. They often asked to work with their group rather than work alone. This was observed as a real change from the beginning of the year. Teachers also observed an over all student growth in the consideration and caring for others. The researchers/teachers felt all of these skills and growth had set an important foundation for moving into the negotiation process.

Once the negotiation steps were taught and practiced, students were observed using them to try to solve their own problems. This seemed to be evidence that they had learned to trust and respect each other and be committed to reaching a win-win agreement. Without teacher guidance or direction, students described incidents in which they had tried to reach a mutual agreement.

It was most rewarding to see students take the initiative to try to resolve their problems in an appropriate manner.

However, in the first grade targeted classroom, it was observed that two students solving a problem needed the help of a mediator. They lacked the maturity to take the focus off themselves without teacher or mediator guidance. The third grade students were better able to negotiate, but had difficulty thinking of solutions. This pointed out the importance of the mediation process. The first grade researcher/teacher felt that even with a peer mediator, the teacher needed to help guide the process. It must be remembered the first graders were at a readiness stage. In the third grade classroom, after many practices, the peer mediators were able to become effective in helping to solve problems.

Although all problems were not solved without the teacher being present, the students had become much more aware of appropriate behavior due to an increased awareness of each others' feelings and needs. Students from both classrooms exhibited a more caring attitude toward others. Students were more dependent on themselves, and therefore the amount of teacher/time and energy for conflict intervention was reduced.

Another observation by the researchers/teachers was that two students, one from each of the targeted classrooms, accounted for approximately 40 percent of the incidents recorded in the data. One of the students was on medication for ADD, and the other was a minority child. It was felt that there was a slight improvement in their behavior, but neither showed the growth exhibited by some of the other students. They both required a great deal of time and energy from school personnel. If these two students had not been in the targeted classes, the data would have reflected a very different picture. It seemed remarkable that two out of 49 students could make such a difference in a school setting.

The researchers strongly recommend the implementation of all three components of the intervention. Implementation of any of the components in isolation would not be as effective as the complete intervention.

The cooperative learning strategy is recommended because it teaches bonding, trust, and the importance of working together. This strategy could be incorporated in any curriculum area. The same social skills are learned even if the focus is not on conflict resolution. These skills are life skills that are always needed.

Using children's literature is also highly recommended because it was very effective in depicting a conflict and its resolution. It served as an excellent resource for discussion and insight. Students could clearly see how various choices resulted in positive and negative consequences. This was especially effective for the first grade class, but both targeted classrooms benefited from the presented activities.

The researchers/teachers highly recommend using cooperative learning and children's literature before introducing the negotiation/mediation process. The students need the background both of these interventions provide. Without them, they may not have the necessary insight, understanding, and vocabulary necessary to address conflict.

The negotiation/mediation process is also recommended. Although, this was a difficult concept for the lower elementary students, it is felt that they need exposure to the ideas and the process. Mastery of these skills may take several years, but the researchers believe they need to be introduced and practiced. Even if the negotiation process is not mastered, the practice gives students insight and understanding about how to solve conflict in an appropriate manner.

The researchers/teachers recommend that these interventions be expanded to a whole school year rather than the one semester timeline of this intervention. It was difficult to find allotted time to cover all aspects of the interventions. The researchers also recommend that every grade level participate in some type of conflict awareness and resolution, and when appropriate, peer mediators be selected for the following year.

The intervention will be continued for the remainder of the 1995-1996 school year as a means of improving appropriate behavior. The plan is to incorporate conflict resolution as a part of the school improvement plan. The researchers consider this three part intervention to be beneficial as a life skill strategy. We believe that helping young children acquire interpersonal skills can make a difference in their present lives and better prepare them to resolve conflict in a peaceful manner in the future.

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"Appendices"

Appendix A

Teacher Survey Form

Teacher Survey

We are master degree candidates doing a research project on modifying student behavior. Your participation is sought, but voluntary. Responses are needed to help us and will be held in confidence.

Please observe your entire classroom for negative behaviors. Then rank observed behaviors in order of highest frequency to lowest frequency of incidents.

1 (highest) through 6 (lowest)

_____Physical fighting
_____Failure to respect property of others
_____Failure to obey rules
_____Verbal arguments
_____Disregarding the feelings of others
_____Disruptive classroom behavior

Thank you for your cooperation. Please return to Faye Reed and Julie Johnson.

Daily Playground Behavior Checklist

Incidents of Inappropriate Behavior

Date:_____

Physical Fighting Names:	Verbal Abuse Names:	Foul Language Names:	Arguing Names:	Not Following Rules Names:	Physical Contact Names:

Principal Referral Checklist

Referrals for Inappropriate Behavior

Date:_____

Referred from:

Regular Classroom Names: Reasons:	Special Classes Names: Reasons	Recess Names: Reasons

Lunchroom Names: Reason:	Bus Names: Reasons:	Bathroom Names: Reasons:

Appendix C

Principal Referral Checklist

(4-6)

Scrambled Squares*

OBJECTIVE: To apply problem solving skills in a group situation.

To experience the importance of cooperation.

DURATION: 30-45 minutes

MATERIALS: An envelope containing one set of "scrambled squares" puzzle pieces for each group of five students. Each set contains 15 puzzle pieces. Patterns for the squares can be found on the following pages. (Copy onto tag board or other sturdy paper. Then cut along the lines.) Make separate sets different colors so they are easier to keep.

PROCEDURE:

1. Divide students into groups of five or six. (If you use groups of six, one student will be an observer.) Give each group an envelope containing a set of scrambled squares. Ask each student to draw three pieces out of the envelope without looking.

2. Explain that each group's task is to work with its puzzle pieces until each group member has in front of him/her a square made out of three pieces of paper. The rules are:

   a) No talking or gesturing (for example, pointing)

   b) No one may take a piece from another person, or ask for a piece from another person.

3. When all the groups have finished, ask each observer how his/her group worked to accomplish its task. Then ask the group members the following questions. (If you did not use observers, begin the discussion with these questions.)

   a) What happened in your group?

   b) How did you feel as you worked on the puzzle?

*The concept for this activity and the squares patterns were adapted by Alex Bavelas, "Communication Patterns in Task-Oriented Groups," *The Journal of the Acoustical Society of America*, Volume 22, Number 6, November, 1950. Used With Permission.

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c) Was it hard or easy to complete the puzzle? What made it hard or easy?

d) What would have made it easier to complete the puzzle?

e) How did your group work together?

f) Were the rules important? Why?

g) What do you think is the point of this game?

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(2-6)

Interview a Friend *

OBJECTIVE: To learn about the values, feelings, preferences of other students.

DURATION: 30-40 minutes

MATERIALS: One "Interview a Friend" Worksheet for each student

PROCEDURE:

1. Explain to students that an interview is asking a person questions to learn more about him/her. In this activity we will learn about another student in the class by interviewing that person and writing the answers to our questions on the "Interview A Friend" worksheet.

2. Put students in pairs. (You might simply ask them to find a partner they want to interview. Or you could put the names of half the class in a hat, and let the other half draw names.)

3. Hand out the interview worksheet. Instruct students to put their own names at the top of the page, and the name of the person they will interview in the star in the middle of the page.

4. Read the following questions one at a time. Give students time to ask their partners for an answer to the question, and to write this answer in one of the circles.

    a) What is your favorite food?

    b) What is your favorite game?

    c) What is your favorite TV show?

    d) What month is your birthday?

    e) What do you do when you feel scared?

    f) What do you do when you feel angry?

    g) Ask your partner one question you make up yourself.

* Based on a concept contributed by Tim Curbo, a teacher at Hawthorne Elementary School, San Francisco, CA.

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5. After the interviews ask students:

   - What did you learn about your partner that you didn't know before the interview?
   - How was your partner like you, how was s/he different?
   - If you could interview anyone, who would it be? Why?

TEACHER SUGGESTION:

"We read aloud our partners' answers to the interview questions. They enjoy finding out about one another."

Kaye Lynn McClary, 3rd Grade Teacher

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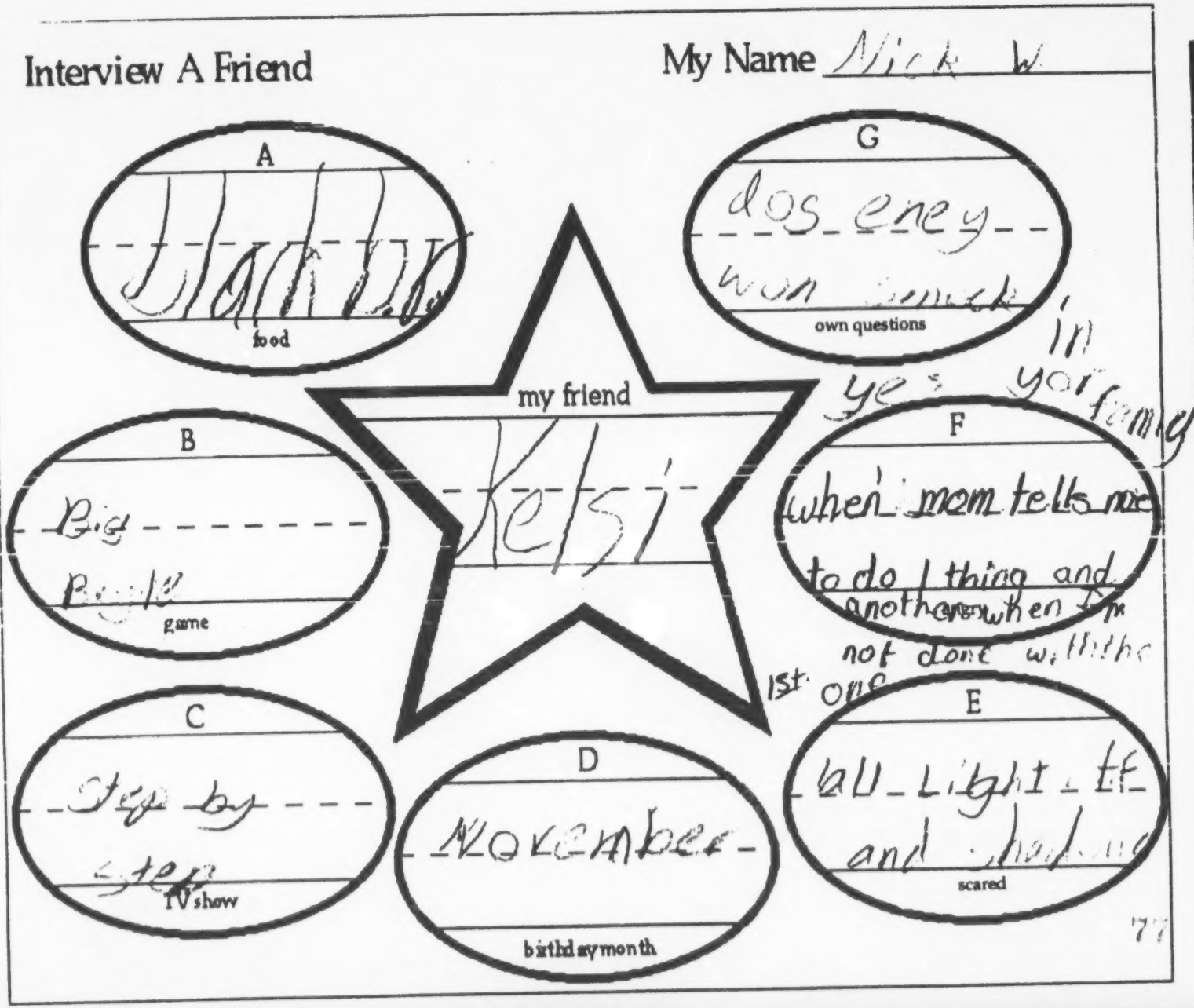

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Appendix E

Suggested Literature for Identifying Conflict

BOOKS

Let's Be Enemies, by Janice May Udry
New York: HarperCollins, 1961

Summary
John and James have been friends for a long time, but when John decides he is fed up with James' bossy ways, he declares that they are enemies.

Three Wishes, by Lucille Clifton
New York: Dell Yearling, 1974

Summary
When Nobie finds a penny on New Year's Day with her birthday year, it seems as though the penny makes her wishes come true. But the penny also leads to conflict between Nobie and her best friend.

The Honey Hunters, by Francesca Martin
Cambridge: Candlewick Press, 1992

Summary
The honey guide is an African bird who promises a boy and a group of jungle animals that he will lead them to a delicious honeycomb. The animals then discover that sharing the honey is impossible.

Stevie, by John Steptoe. (New York: Harper Trophy, 1969)
An older boy has conflicts with a younger boy named Stevie, until he realizes that Stevie needs him.

Swimmy, by Leo Lionni. (New York: Alfred E. Knopf, 1963)
The little fish are in conflict with the big fish until Swimmy organizes them.

The Tale of Peter Rabbit, by Beatrix Potter. (New York: Frederic Warne, 1906)
In this classic, Peter Rabbit has conflicts with Mr. MacGregor.

Taken from: Teaching Conflict Resolution Through Children's Literature

By: William J. Kreidler

BOOKS

Matthew and Tilly, by Rebecca C. Jones
New York: Dutton Children's Books, 1991

Summary
Matthew and Tilly are good friends who share many adventures. But sometimes they have conflicts that ultimately lead to a stronger friendship.

The Owl and the Woodpecker, by Brian Wildsmith
Oxford: Oxford University Press, 1971

Summary
When the owl moves into a new home, he does not realize that the woodpecker will hammer all day while he is trying to sleep. As the conflict between the owl and the woodpecker escalates, more and more animals get involved.

The Pig War, by Betty Baker
New York: HarperCollins, 1969

Summary
American farmers and British traders live together on an island. One day the Americans shoot a British pig, and a war begins. The pig war continues to escalate until the participants realize that the war is hurting both sides.

It's Mine!, Leo Lionni (New York: Alfred A. Knopf, 1985).
Three frogs are in continual conflict over who owns the pond.

The Quarreling Book, by Charlotte Zolotow (New York: HarperCollins, 1963).
One day an entire family gets onto the Conflict Escalator.

Who's In Rabbit's House?, edited by Verna Aardema (New York: Dial Books for Young Readers, 1977). Someone is in Rabbit's house and the other animals try to get whoever-it-is out.

Taken from: Teaching Conflict Resolution Through Children's Literature

By: William J. Kreidler

BOOKS

The Knight and the Dragon, by Tomie dePaola
New York: G.B. Putnam's Sons, 1980

Summary
A knight and a dragon decide to have a fight. They prepare carefully, and on the scheduled day they go through with their duel. With help, they figure out a way to make peace.

The Island of the Skog, by Steven Kellogg
New York: Dial Books, 1973

Summary
Frustrated by the dangers of urban life, a group of mice set sail on a model ship to search for a more peaceful place to live. They land on the Island of the Skog. No one is sure what a Skog is, but judging from its footprints, they assume it must be huge and fierce.

Angel Child, Dragon Child, by Michelle Maria Surat
New York: Scholastic, 1983

Summary
Ut has just come to the United States from Vietnam, and she does not like her new American school. The children laugh when she speaks, a bully named Raymond picks on her, and most of all, she misses her mother in Vietnam. Eventually Ut solves her problems and, to her surprise, befriends the bully.

Babar and the Wully-Wully, by Laurent De Brunhoff. (New York: Random House, 1975)
When the cruel Rataxes kidnaps the gentle Wully-Wully, an old dispute between Babar and Rataxes flares up.

Clancy's Coat, by Eve Bunting (New York: Frederick Warne and Co., 1984)
Clancy and Tippet have been enemies, but through a series of peace offerings, they become friends again.

First Pink Light, by Eloise Greenfield (New York: Black Butterfly Children's Books, 1976)
A boy and his mother negotiate bedtime.

Taken from: Teaching Conflict Resolution Through Children's Literature

By: William J. Kreidler

I-Messages

*(K-2)

OBJECTIVE: To use I-Messages.

DURATION: 5-10 minutes for each picture

MATERIALS: A set of 4 "Conflict Pictures:" "Cutting in Line", "Excluding", "Bullying", and "Pushing" for each student or a set of pictures reproduced on overhead transparencies.

Chalkboard and chalk

PROCEDURE:

1. Discuss with students the following points:

   "When another person does something that upsets you, it helps to be able to talk to him or her about the problem. An 'I-Message' is a way to tell the other person what upset you without blaming or calling names."

   "When you give an I-Message, you do three things. First tell the other person how you feel. Then say what the person did that upset you. Then say what you want to make the situation better."

2. Write on the board the "I-Message" formula. (Note: In this K-2 version, the "because..." step has been left out.)

   "I feel.....when you.....and I want....."

3. Show the conflict picture "Cutting in Line." Ask the class:

   - What is happening in this picture?
   - How do you think each person feels?
   - How would you feel if you were the third person in line? (the one who has been cut in front of)
   - What would you need to make the situation better?

   Ask the class to work together to come up with an I-Message for this situation. (For example, "I feel mad when you cut in front of me and I want my place back.")

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I Messages

I feel _____

when you _____

I want you _____

To: J

I Messages

I feel bad _____

when you ran in front of me

I want you not to do that a

Appendix G

Rainbow Activity

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Appendix H

Suggested Literature for Learning About Feelings and Needs of Others

BOOKS

Spinky Sulks, by William Steig
New York: Farrar, Straus and Giroux, 1988

Summary

Spinky is angry at everyone in his family, and decides to spend the rest of his life sulking. His family tries to cheer Spinky up, but nothing works until he decides to forgive them.

Alexander and the Terrible, Horrible, No Good, Very Bad Day, by Judith Viorst. New York: Atheneum, 1972

Summary

When Alexander wakes up with gum in his hair, trips on his skateboard, and drops his sweater in the sink, he knows it's going to be a terrible, horrible, no good, very bad day. Alexander's day goes from bad to worse, and he contemplates moving to Australia. Eventually he realizes that some days are bad days, even in Australia.

The Grouchy Ladybug, by Eric Carle
New York: HarperCollins, 1977

Summary

An angry ladybug is spoiling for a fight, but can't find anyone who's big enough to fight. After a long day of picking fights, the ladybug arrives home in a very different mood.

Grandpa's Face, by Eloise Greenfield. (New York: Philomel Books, 1988)
Tamika is frightened when she sees how many mean faces her beloved grandfather is making. She doesn't realize that, as an actor, that's his job.

The Little Brute Family, by Russell Hoban. (New York: Macmillan, 1966)
The Brute Family is grouchy and unhappy until the Little Brute brings home a good feeling.

The Teacher from the Black Lagoon, by Mike Thayer. (New York: Scholastic, 1989)
A little boy hears that his new teacher is really a monster, and gives in to his fearful fantasies.

Taken from: Teaching Conflict Resolution Through Children's Literature

By: William J. Kreidler

BOOKS

Amazing Grace, Mary Hoffman
New York: Dial Books for Young Readers, 1991

Summary
Grace loves to hear stories and act them out. When she learns that her class will be presenting a play about about Peter Pan, she decides that she wants to play Peter. But her classmates say that she can't play the part because she's a girl, and because she's black.

Frederick, by Leo Lionni
New York: Alfred A. Knopf, 1967

Summary
The mouse family busily stores food for the winter, but Frederick doesn't seem to be doing any work. "I am collecting colors and stories for the long winter," he tells his family. And when the winter comes, they are indeed grateful for the memories, images, and poems that Frederick shares with them.

Chicken Sunday, by Patricia Polacco
New York: Philomel Books, 1992

Summary
Stewart, Winston, and Patricia are friends, and they want to buy Miss Eula an Easter bonnet from Mr. Kadinsky's hat shop. But they don't have enough money. Even worse, Mr. Kadinsky thinks they are the ones who threw eggs at his window. Finally they figure out a way to make peace with Mr. Kadinsky and earn the money they need.

All the Animals Were Angry, by William Wondriska (New York: Holt, 1970)
All the animals criticize each other because of their differences.

Clive Eats Alligators, by Alison Lester (Boston: Houghton Mifflin, 1986)
A group of children go through the day, each with unique likes, dislikes, and ways of doing things.

How My Parents Learned to Eat, by Ina Friedman (Boston: Houghton Mifflin, 1984)
A Japanese woman and an American sailor fall in love and learn about each other's cultures.

Oliver Button Is A Sissy, by Tomi dePaola. (San Diego: Voyager/Harcourt Brace Jovanovich, 1979)
Oliver Button isn't like the other boys, but they learn to appreciate how his differences enrich their lives.

Taken from: Teaching Conflict Resolution Through Children's Literature

By: William J. Kreidler

BOOKS

The Hating Book, by Charlotte Zolotow
New York: HarperCollins, 1969

Summary
One girl decides that she hates her friend because of a series of slights and insults. Finally, she gathers her courage and asks her friend why she's being so mean. It turns out there's another point of view on this misunderstanding.

Tar Beach, by Faith Ringgold
New York: Crown Publishers, 1991

Summary
Cassie Louise Lightfoot wants to be free to go wherever she wants. One night, on the roof of her apartment building, she finds that she can "fly" wherever she wants to go.

Here Comes the Cat!, by Frank Asch and Vladimir Vagin
New York: Scholastic, 1989

Summary
A community of mice is gripped with fear when they learn that a cat is coming. The fear and prejudice turn out to be unfounded—the cat comes in peace and friendship. The book is a collaboration between an American author/illustrator and a Russian artist.

Two Bad Ants, by Chris Van Allsburg. (Boston: Houghton Mifflin, 1988)
Two ants go exploring in the wide world. The story presents a fascinating depiction of the ants' view of the world.

The Chinese Mirror, by Mirra Ginsburg. (San Diego: Voyager/Harcourt Brace Jovanovich, 1988) A Korean folktale tells about a mirror that reflects a different point of view to everyone who looks in it.

The True Story of the Three Pigs by A. Wolf, by Jon Scieszka. (New York: Viking, 1989)
The story of the three pigs is told from the point of view of the wolf.

Taken from: Teaching Conflict Resolution Through Children's Literature

By: William J. Kreidler

BOOKS

A Chair for My Mother, by Vera Williams
New York: Greenwillow Books/ William Morrow and Co., 1982

Summary
A young girl, her mother, and her grandmother save their money to buy a big, comfortable chair. Finally, they save enough money.

Mufaro's Beautiful Daughter, by John Steptoe
New York: Lothrop, Lee and Shepard, 1987

Summary
Mufaro has two daughters. Nyasha is kind and considerate, but Manyara is selfish and bad-tempered. When the king decides to take a wife, Manyara decides that she must be chosen.

Teammates, by Peter Golenbock
New York: Harcourt Brace Jovanovich, 1990

Summary
Jackie Robinson was the first African-American Major League baseball player. As a result, he faced discrimination and conflict wherever the team went. This book tells the story of his courage.

She Come Bringing Me That Little Baby Girl, by Eloise Greenfield. (New York: Harper-Collins, 1974)
Kevin is disappointed and jealous when a new baby sister arrives in the house. But gradually he learns to love and care for her.

Taken from: Teaching Conflict Resolution Through Children's Literature

By: William J. Kreidler

Appendix I

Lessons for Kiss Activity

Kiss Activity

I did this activity as part of the cooperation aspect involved in providing a win-win situation. I had students pair-up with another person in their group. They were told that they would receive a kiss for everytime they were able to put the other person's hand on the table during arm-wrestling. They could keep track of their own score and should try to win as many kisses as they possibly could.

Everyone tried to win and beat the other person. No one figured out that by cooperating, they could come out far ahead. It was amusing to watch as the boys tried desperately to beat the girls. There were several girls that were able to get more candy than the boys. I rewarded each child for as many as they had won.

Then I asked them if there had been a winner and a loser. They all agreed that there had. I then asked them to see if they could create a situation where each person could be a winner. Again, they should get as many pieces of candy as they could. One set of girls figured out (actually one of the girls suggested it) that they just put each other's hands back and forth. The girl who had not thought of it seemed to feel that maybe she was cheating by playing the game in that manner. However, she did go along with the idea. Everyone else continued to try to win, but seemed a little more willing to allow the other person to win once in awhile. When they finished, I asked a couple of those I knew were still trying to beat each other, how many pieces of candy they should receive. The numbers ranged from one to six. I then asked the two cooperating girls how many they should get. They both said "25". The other students were surprised. I asked

them to explain how they managed it. Of course, they said they decided to cooperate and get their's by working together and get as many as they could.

It was most effective in demonstrating how much more effective the "team-work" approach had been. The students came to the conclusion that the two girls were certainly the winners, and they had both been able to win in a big way. One boy still said that he would rather do it himself. I asked the other students if they could think of a way that even Jonathan would want to work with others. They came up with the idea of playing with the football on the playground. They seemed to convince him that if they fought about the ball all recess, they would get less playing time. But, if they shared it and cooperated, they would all get more playing time and all be winners. This did seem to have some effect on him. Obviously, this is one of my students who wants to be in control of others. Hopefully, this will be effective in showing him that cooperation really works. The students really enjoyed playing the "Kiss" game. I really think they gained from doing this exerise , and I found it most enlightening. too!

Taken from: Positive Discipline and Effective Motivation Class, IRI

By: Pat Wengrow, Instructor

Kiss or Win-Win Arm Wrestling Strategy

I had the students get into their Study Buddy groups and get positioned so they could arm wrestle. We had been doing a lot of talking about settling conflict where both people were "Winners". I asked them to keep the Win-Win idea in mind as they arm wrestled. I kept saying, "Think how you both could win." I had them arm wrestle 10 times.

Then we processed what had happened. None of the children figured out how they both could be "Winners" the same number of times without any effort. Once I explained how they could both be "Winners", they thought that was a great idea. No one had to feel bad that they were not as strong as their buddy.

Reflection:

This is a very good way to have the students get the feeling of both of them being "Winners". So many of our sports, games, and school activities stress that there is a winner. The rest come in behind or are a loser. It is wonderful when everyone can feel good about themselves and can be a "Winner". This would be a good lesson to recall as we move into solving conflicts with a Win-Win conclusion that is needed when doing negiation and mediation.

I did not have any Kisses to give them but they did not know the difference and thought it was fun.

Taken from; Positive Discipline and Effective Motivation Class,IRI

By: Pat Wengrow, Instructor

Suggested Literature for Problem Solving

BOOKS

"The Zax," by Dr. Seuss
Included in the book *The Sneetches,* New York: Random House, 1961

Summary
A North-going Zax and a South-going Zax run into each other. Each refuses to budge an inch in either direction, and so they are stuck.

Six Crows, by Leo Lionni
New York: Alfred A. Knopf, 1988

Summary
A farmer and a group of six crows are in dispute over a field of wheat. A wise owl helps them come up with a compromise.

The Terrible Thing That Happened at My House,
by Marge Blaine. New York: Scholastic, 1975

Summary
When a girl's mother gets a job as a science teacher, everything in the family changes—for the worse. Finally the girl confronts her family, and they figure out win-win solutions to their problems.

The Big Pile of Dirt, by Eleanor Clymer. (New York: Holt, 1968)
A group of city children discovers a vacant lot with a big pile of dirt, and they put it to good use. But the grown-ups have other plans for the lot.

Bootsie Barker Bites, by Barbara Bottner. (New York: G.P. Putnam's Sons, 1992)
A little girl has to play with the terrifying Bootsie Barker until she learns to stand up to Bootsie.

The Butter Battle, by Dr. Seuss (New York: Random House, 1984)
How should buttered bread be eaten? Two nations dispute this issue and keep building bigger weapons.

Taken from: Teaching Conflict Resolution Through Children's Literature

By: William J. Kreidler

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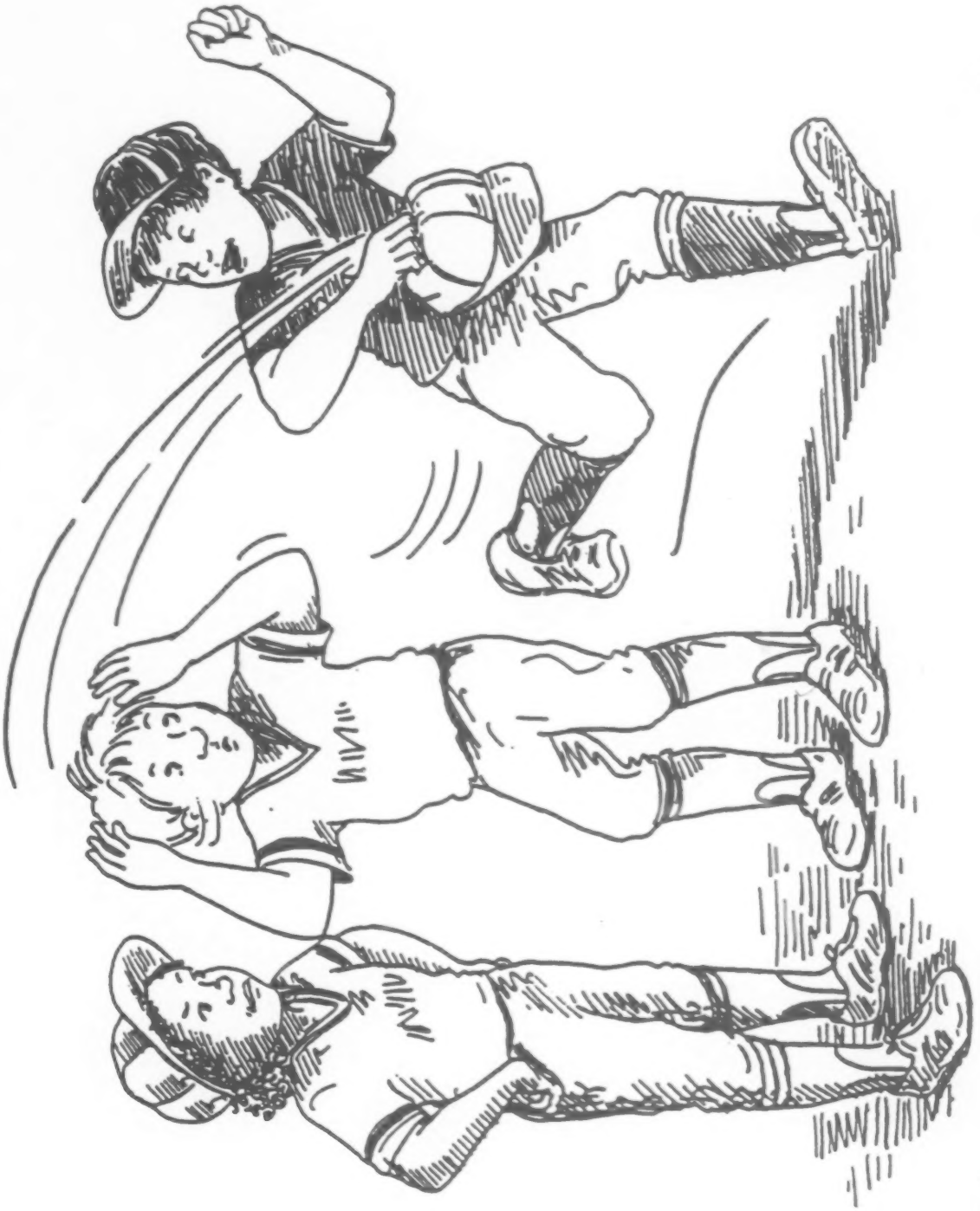

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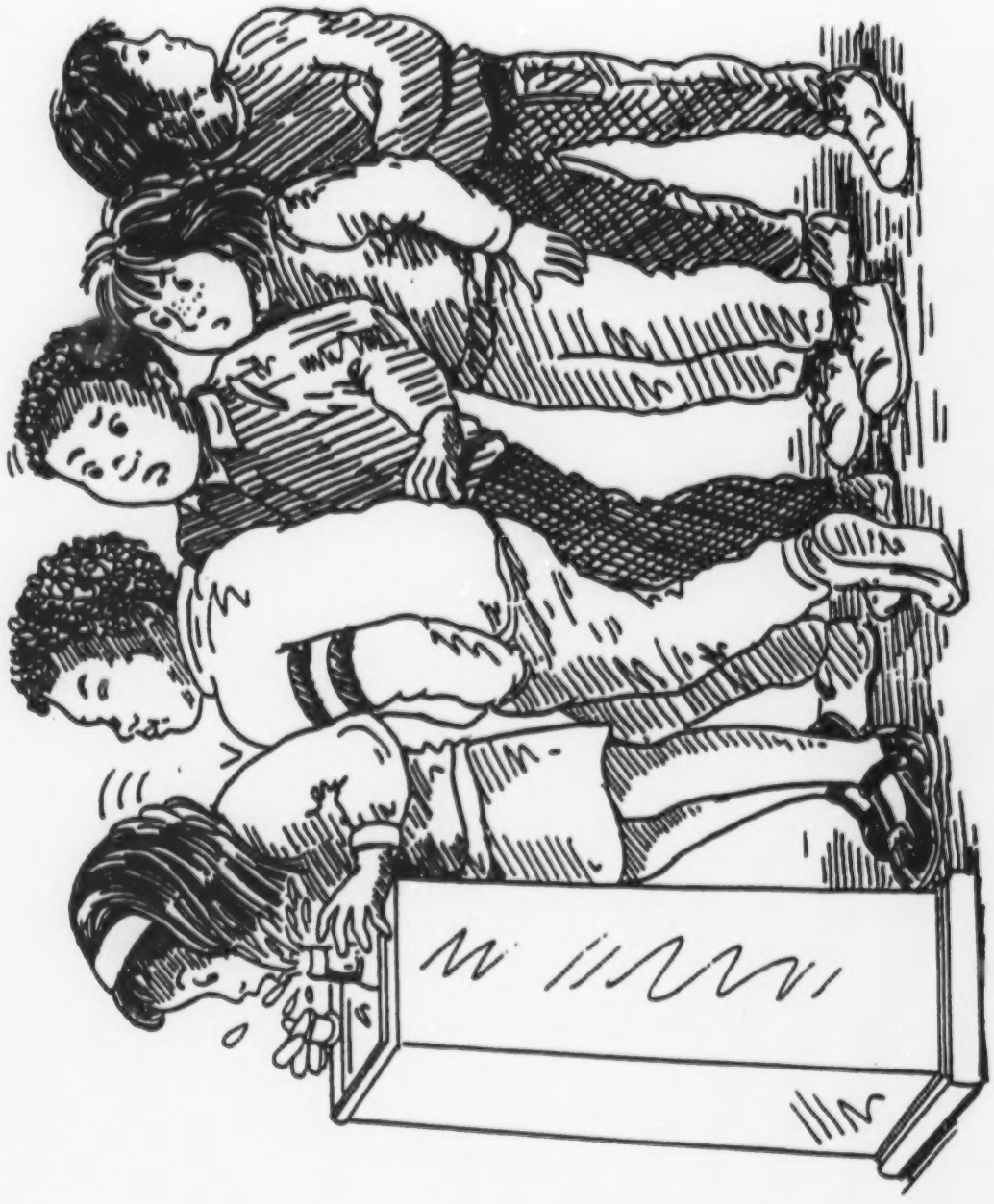

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Appendix L

ABCD Conflict Steps

A

Ask, "What's the problem?"

B

Brainstorm some solutions.

C

Choose the best solution.

D

Do it.

Taken from: Teaching Conflict Resolution Through Children's Literature

By: William J. Kreidler

A Problem-Solving Strategy Used With Students

After reading "The Butter Battle" by Dr. Seuss, I used the ABCD Method with the children. Recorded below is what they did:

A. Ask, "What's the problem?"

How should buttered bread be eaten? The Zooks ate their bread butter side down. The Yooks ate their bread butter side up. A wall was built between the two nations and each side kept building bigger weapons.

B. Brainstorm some solutions.

1. Yooks should try it butter side down and Zooks should try it butter side up.
2. No more war machines should be built.
3. They should eat their bread without butter.
4. Don't eat bread.
5. Put two pieces of buttered bread together.
6. Don't eat at all.

C. Choose the best solution.

The voting resulted in #5 winning. Seven out of the 18 students present voted for this solution.

D. Do it.

At lunch, they noticed right away that their bread and butter sandwich was done the way they had voted. Also, those with cold lunch noticed that their sandwiches had the two sides put together with "things"

Steps to Resolve a Conflict (handout)

(version for grades 3–6)

1. Both people agree to the groundrules:
   - No interrupting.
   - No name calling or put downs.
   - Work to resolve the conflict.

2. The first person tells his/her side of the story using I-Messages.

3. The second person restates what the problem is for the other person. After restating, this student may ask questions to understand the situation better.

   (Steps 1 and 2 are repeated with the second person telling his/her side of the story, and the first person restating what s/he says.)

4. Both people suggest possible solutions.

5. Both agree on a resolution.

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The Peaceable School Mediation Process

STEP 1: AGREE TO MEDIATE

- Welcome both people and introduce yourself as the mediator.
- Explain the ground rules:

  Mediators do not take sides.

  Take turns talking and listening.

  Cooperate to solve the problem.

- Ask each person: *"Are you willing to follow the rules?"*

STEP 2: GATHER POINTS OF VIEW

- Say: *"Please tell what happened."*
- Listen, summarize, clarify. To clarify, ask:

  "How did you feel when that happened?"

  "Do you have anything to add?"

STEP 3: FOCUS ON INTERESTS

- Ask:

  "What do you want?"

  "Why?"

- Listen, summarize, clarify. To clarify, ask:

  "What might happen if you don't reach an agreement?"

  "Why has the other person not done what you wanted?"

  "What would you think if you were in the other person's shoes?"

- Summarize the interests. Say: *"Your interests are _____."*

STEP 4: CREATE WIN-WIN OPTIONS

- Explain the brainstorming rules:

  Say any idea that comes to mind.

  Do not judge or discuss ideas.

  Come up with as many ideas as possible.

  Try to think of unusual ideas.

- Say:

  "Please suggest ideas that address the interests of both of you."

  "Can you think of more possibilities that will help both of you?"

STEP 5: EVALUATE OPTIONS

- Ask: *"Can you combine options or parts of options?"*
- For each option, ask:

  "Is this option fair?"

  "Can you do it?"

  "Do you think it will work?"

STEP 6: CREATE AN AGREEMENT

- Ask disputants to make a plan of action: *"Who, what, when, where, and how?"*
- Ask each person to summarize the plan.
- Ask: *"Is the problem solved?"*
- Shake hands with each person.
- Ask: *"Do you want to shake hands with each other?"*

Taken from: Creating the Peaceable School

By: Richard J. Bodine, Donna K. Crawford, and Fred Schrumpf

Appendix O

Peer Mediator Qualifications

Teacher Recommendation Form For Peer Mediators

Mediation, a structured attempt to involve students in the resolution of their own disputes, is inherently democratic in its process. It effectively balances concern for the needs of students and the needs of our school.

The Peer Mediation Program needs your help in the selection of student mediators.

Important qualities to consider are:

- Unbiased
- An expert listener
- Respectful
- Can get people to work together
- Can gain confidence while keeping information confidential
- Sought out by others in times of difficulty
- Has "clout" (influence or "pull") with their peers

Students from all social, educational, and racial groups are needed.

Please do not exclude those students who have had problems themselves.

Taken from: Positive Discipline and Effective Motivation Class, IRI

By: Pat Wengrow, Instructor

Daily Playground Behavior Checklist

Incidents of Inappropriate Behavior

Date: Sept. 1995 – Jan. 1996

Physical Fighting Names:	Verbal Abuse Names:	Foul Language Names:	Arguing Names:	Not Following Rules Names:	Physical Contact Names:
Sept.	Sept.	Sept.	Sept.	Sept.	Sept.
IIII	⧸⧸⧸⧸ I	I	–	⧸⧸⧸⧸ II	⧸⧸⧸⧸ ⧸⧸⧸⧸ III
Oct.	Oct.	Oct.	Oct.	Oct.	Oct.
–	–	0	–	⧸⧸⧸⧸ I	II
Nov.	Nov.	Nov.	Nov.	Nov.	Nov.
–	–	II	–	III	III
Dec.	Dec.	Dec.	Dec.	Dec.	Dec.
I	–	II	–	⧸⧸⧸⧸	I
Jan.	Jan.	Jan.	Jan.	Jan.	Jan.
I	II	–	–	⧸⧸⧸⧸ III	III
Totals:					
6	8	5	0	29	22

Appendix Q

Tallies of Individual Students Involved in Inappropriate Playground Behavior

Student	# of Incidents	Total
A.	11	2
B.	11	2
C.	111	3
D.	5 5 5 5 1	21
E.	11	2
F.	111	3
G.	11	2
H.	1	1
I	1	1
J.	1	1
K.	11	2
L.	111	3
M.	1	1
N.	5 5 5	15
O.	1111	4
P.	111	3
Q.	1	1
R.	1	1
S.	11	2

19 students

70 incidents

Principal Referral Checklist

Referrals for Inappropriate Behavior

Date: Sept. 1995 – Jan. 1996

Referred from:

Regular Classroom Names:	Reasons:	Special Classes Names:	Reasons	Recess Names:	Reasons
11				𝍸 1	

Lunchroom Names:	Reason:	Bus Names:	Reasons:	Bathroom Names:	Reasons:
𝍸 111		111		11	

Appendix S

Tallies of Individual Students Referred to the Principal

Student	# of Incidents	Total
A	//	2
B	////	4
C	/	1
D	/	1
E	//	2
F	/	1
G	///	3
H	//	2
I	/	1
J	/	1
K	/	1
L	/	1
M	/	1
13 students		21 incidents

Appendix T

Monthly Totals of Observed Student Inappropriate Behavior
Complied from Teacher/Researcher Journals

Disobey Rules	
Sept.	32
Oct.	13
Nov.	8
Dec.	14
Jan.	9
	76

Disregard Feelings	
Sept.	17
Oct.	5
Nov.	7
Dec.	5
Jan.	6
	40

Disruptive Behavior	
Sept.	15
Oct.	8
Nov.	6
Dec.	7
Jan.	5
	41

Physical Contact	
Sept.	10
Oct.	6
Nov.	5
Dec.	4
Jan.	5
	30

Verbal Arguments	
Sept.	6
Oct.	2
Nov.	4
Dec.	3
Jan.	4
	19

Disrespect Property	
Sept.	4
Oct.	2
Nov.	1
Dec.	2
Jan.	1
	10

There were a total of 216 incidents.
The first grade targeted class had 105 incidents.
The third grade targeted class had 111 incidents.

Appendix U

Tallies of Individual Students Observed in Teacher/Researcher Journals

Student	# of Incidents	Total
A	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 III	48
B	𝍸	5
C	III	3
D	𝍸	5
E	𝍸 III	8
F	𝍸 𝍸 𝍸	15
G	𝍸 𝍸 𝍸 IIII	19
H	I	1
I	I	1
J	I	1
K	II	2
L	II	2
M	IIII	4
N	III	3
O	𝍸 IIII	9
P	III	3
Q	𝍸	5
R	𝍸 IIII	9
S	𝍸 𝍸 𝍸 𝍸 𝍸 IIII	29
T	𝍸 III	8
U	𝍸 𝍸 IIII	14
V	IIII	4
W	I	1
X	I	1
Y	𝍸 II	7
Z	𝍸	5
AA	III	3
BB	I	1
CC	I	1
29 students		216 incidents